First issue of "Notes"
May 1938

COUNTRY DAY SCHOOL BULLETIN

To the parents:

This is the first issue of a continuous series of news letters designed to keep you in touch with the school, its activities, philosophy, principles, and practice.

In the ever changing conditions which face us today education must be steadily evolving and growing; therefore the philosophy and practice of a school can never be fixed nor static. It is imperative that the parents should be kept closely in touch with these changes and decisions for they too are facing the problems of social changes and situations with the children. The problem is one which the school and home share. The parents have played a vital part in the creating of the school's philosophy and of necessity will continue to do so if the school is to remain alive and dynamic.

In a sense, it was easier to do this in the early years of the school, for then we had no established procedure and everything was in a state of genesis. Today when the school is definitely established and has an acknowledged position in the educational field, it is more difficult to avoid the danger of becoming static. It is, therefore, incumbent on us to do what we can to work more and more closely and understandingly with each other. As the first step in this procedure, we must make sure that everyone concerned with the school's welfare is kept reliably informed of its work and aspirations. Hence, this bulletin.

That spirit of mutual responsibility for the welfare of the school which exists among the parents and staff is a source of deep satisfaction to me, as headmaster. There is a real inspiration in finding myself a member of such an actively interested body of people all working eagerly together for a common cause.

Perry Dunlap Smith

GRADE PLANS FOR MAY

Kindergarten and First Grade

May 2 -- The Kindergarten will give a surprise party for the First Grade. May baskets have been made for the occasion, and a play, "The Shoemaker and the Elves," will be presented.

May 3 -- Parents of the Kindergarten and the First Grade are having a joint meeting at 8:00 P. M. in the First Grade room. Mr. Smith will speak on "Common Sense in Training the Young Horse."

The Kindergarten has planted radishes and lettuce in its garden near Leicester.

The baby chicks are expected to hatch about May 11.

Second Grade

No special plans.

Third Grade

There will be a picnic for parents and children, the date to be announced later.

Fourth Grade

Parents and children will meet at the Keller's farm for a picnic, the date to be announced later

On Wednesday mornings at 8:40 the Fourth Grade children meet with Mrs. Brcin and with the Sixth Grade children in the Lower School Art Room. At present they are collecting pictures which have a particular appeal and are putting them into portfolios. Donations of magazines containing reproductions of art pictures will be appreciated.

Fifth Grade

May 13 -- The children are dramatizing scenes from "The Wind in the Willows" to present before the school and the parents on May Day. This project is an outgrowth of the work during the year in literature. The children are making the flowers and scenery and are painting the backdrop in art class. They have set the words of a song to music. Some of the mothers on the costume committee have assisted in the making of costumes.

Sixth Grade

The children will visit the Historical Museum and attend the picture "In Old Chicago" in connection with their study of Chicago and its environs.

Preparations are afoot for the Commencement Play.

On Wednesday mornings at 8:40 the Sixth Grade children meet with Mrs. Brcin to gather into portfolios reproductions of art pictures of any period. Donations of magazines containing such pictures will be appreciated. The following periodicals are suggested:

American Magazine of Art
Art Digest
Design
Coronet
Life
House and Garden, and the other Home magazines

The parents will be invited to a picnic prepared by the children, sometime during the third week in May.

Seventh Grade

No special plans.

Eighth Grade

The children are adapting William Faulkner's Civil War story "Ambuscade" (from 'The Unvanquished') to make a play.

Ninth Grade

May 5 -- The girls are arranging the program for Morning Ex. (11:00)

Tenth Grade

May 9 -- At Morning Ex. (11:00) the girls will tell the history of May Day.

May 12-- At Morning Ex. (11:00) plans for May Day will be discussed by the Tenth Grade girls.

May 16-- Parents and teachers will meet together for supper at the home of Mr. and Mrs. Everett Graff. Mr. Smith will discuss the need for looking ahead to problems in the Junior year, and preparing for college.

May 27-- The Tenth Grade boys and girls are arranging the Memorial Day play.

Eleventh Grade

May 13-- Following the Parents Association meeting, the mothers of all Juniors will meet with Mrs. Green in Dunlap in regard to details for the Commencement Luncheon on June 8th.

There will be an exhibit of landscapes by the Juniors in the Library-Art Room.

Twelfth Grade

May 2 -- Parents and pupils will be hosts at the last Faculty Tea from 3:30 to 5:30 in the Library-Art Room.

May 13-- Following the Parents Association meeting, the mothers of all Seniors will meet with Mrs. Childs in Dunlap to discuss details of Graduation.

May 20-- At 8:15 P. M. in the Auditorium, The Senior Play,
" 21 "Outward Bound" will be presented.

During the latter part of the month, there will be an exhibit by the Senior Art Major Class in the Library-Art Room.

DEPARTMENT PLANS FOR MAY

Music Department

There will be three concerts during Morning Exercises arranged by the Music Department. On May 4th, Katherine and Peggy Hardin will present music for the flute and cello. On two later Wednesdays, there will be a concert by the School Trio and a cello recital by Miss Estelle Swigart. The Orchestra will play an overture to the Fifth Grade Play on May Day (May 13), and will also play for the dances on the same day.

Art Department

Upper Early in May, there will be an exhibit of landscapes by the Juniors in the Library-Art Room in Knollslea, followed by the Senior Art Major Class exhibit. The Seniors will also talk on Modern Art, sometime during the month. The Upper School new Art Room is now in order and in use. Visitors are welcome.

Lower Exhibits will be found in the Art Hall of Walling Hall (second floor north) during the month of May. Landscapes and seascapes from pictures collected by the Fourth and Sixth Grades will be shown during the

first week. Later, there will be pictures of room arrangements where period furniture is used. Still another exhibit will contain pictures of skies which have been made by the Third, Fourth, and Sixth Grades, using the direct painting method.

French Department

Students from the French Classes will go by North Shore train on May 7th (Saturday), to the Goodman Theatre to see "Le Voyage de Monsieur Perrichon".

Science Department

There will be a trip to the Museum of Science and Industry and to the Kellogg Switchboard and Telephone Company, sometime during May.

Athletic Department

Varsity Baseball Schedule

May 4 (Wed.)	at 3:30	Lake Forest Academy	Here
May 7 (Sat.)	at 2:00	Milwaukee Country Day	Here
May 11 (wed.)	at 3:30	Evanston Fresh-Soph.	Here
May 13 (Fri.)	at 3:30	" " "	There
May 21 (Sat.)	at 2:00	Milwaukee Country Day	There
May 27 (Fri.)	at 3:30	Evanston Fresh-Soph.	There

MORNING EXERCISES (Every morning at 11 o'clock)

It is impossible to have plans made for a full month in advance. Plans also may change. Parents wishing exact information in regard to the programs are urged to telephone the school office a few days in advance of visiting. However, parents are welcome at all times.

Tentative Plans for May

May 2 Spelling Bee by the faculty and students
" 3 Town Meeting
" 4 Katherine and Peggy Hardin--music for the flute and cello
" 5 In charge of Freshman Girls
" 6 "Kites" by Don McClusky

May 9 History of May Day by the Tenth Grade Girls
" 10 Town Meeting
" 11 Music
" 12 May Day Plans by the Tenth Grade Girls
" 13 MAY DAY---Fifth Grade Play

May 16
" 17 Town Meeting
" 18 Music
" 19
" 20

May 23
" 24 Town Meeting
" 25
" 26
" 27 Memorial Day Play by the Tenth Grade

FACULTY ANNOUNCEMENT

Mrs. Robinson, Kindergarten teacher, has been chosen Chairman of

the Kindergarten Division of the Central Council for Childhood Education which is the Chicago Branch of the National Council for Childhood Education.

PARENTS ASSOCIATION ANNOUNCEMENTS

Grade Meetings (announced under Grade Plans)

Committees

Office Committee

Eight mothers have been added to the Office Committee in order that they may receive training in the committee routine before taking over their responsibilities as regular members next Fall.

Library Committee

Sometime during May, the committee will have tea with Mrs. Johnson to discuss plans for the coming year.

Costume Committee

The Costume Room is buzzing with activity. Stock is being checked, records are being made, new costumes from the Opera are being stored, and pictures and books in the Art Room which may help in the planning of costumes are being catalogued. The committee is also assisting with costumes for May Day and the Fifth Grade Play. Anyone with time to offer will be welcomed enthusiastically by the Costume Committee. Call Mrs. Konsberg.

Walling Hall Committee

This is a new committee which is studying ways in which mothers might be of assistance in the Lower School. Some will study the academic work in order to be efficient guides when guests visit the school; others are organizing picture collections, and planning to give assistance in the Domestic Science section. A meeting of this committee will be held on Monday afternoon, May 2, to map out further plans which may meet the needs of the Lower School.

IMPORTANT GENERAL ANNOUNCEMENT — MAY DAY

Friday, May 13th — 10:30 A. M.

May Day will begin with the Fifth Grade Play in the Auditorium. The procession and dances will follow on the green after which there will be a picnic luncheon at about twelve-fifteen.

Where there are several children in a family, it will help if each child has his individual luncheon and eats with his own grade. The parents and guests are invited to join any group they prefer. The picnic lunches are to be brought from home. Milk and ice-cream bars may be purchased at the School.

In the case of rain, the program will be held in the Boys' Gym. There will be no afternoon classes.

Parents Association Meeting

There will be a meeting of the Parents Association in the Auditorium on May Day, May 13th, immediately following the luncheon on the green. This meeting will be short but very important as the officers for next year will be voted upon. Following this meeting, the mothers of all Juniors will meet with Mrs. Green in Dunlap in regard to details for the Commencement Luncheon on June 8th. At the same time, the mothers of all Seniors will meet with Mrs. Childs in Dunlap on details of Graduation.

NO CLASSES WILL BE HELD ON MEMORIAL DAY, MONDAY, MAY 30th.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

OCTOBER, 1938

To the Parents:

The school started on the opening day with a vigor and determination, evident in the spirit of the students, the parent committees, and the faculty, which gave promise of an unusually successful year.

The seniors appeared for a class meeting the Friday before school opened and organized their plans for the dance given to welcome the freshmen into the high school. They laid before the student body a new plan for self government which was so well thought out that it was carried unanimously.

The chairmen of most of the parent committees had held meetings well before the opening day so that all started running smoothly. One grade chairman has already planned and organized all of her grade meetings for the entire year.

When the faculty held its first full meeting on the Saturday before the opening day, it was found that most of the departments had organized and made plans for such improvements in their programs as experience of recent years has indicated are required by changing social conditions and the immediate needs of the students. A faculty council has been set up to study and advise on matters particularly pertinent to the teaching staff.

In addition to these pre-term activities of students, parents, and teachers, the buildings and grounds have received excellent care during the summer and were never in better condition. The facilities of the new building have made it possible to devote Leicester Hall entirely to music, giving this department adequate space for practice rooms, classrooms, and orchestras. This segregation of the music department eliminates many difficult problems of schedule, and is proving of benefit to the entire school.

The enrollment of the school is fifteen more than last year, which is very gratifying in view of a falling birthrate. With its activities well started and its physical equipment in top condition, its faculty looks forward to the achievement of even higher standards of development on the part of its students, than ever before.

Perry Dunlap Smith

PARENTS' ASSOCIATION ANNOUNCEMENTS

General Meeting

"Go to School Night" for all parents of North Shore Country Day School will be held on MONDAY, OCTOBER 10, at 8:15 o'clock. Parents are asked to go **directly to their child's home room,**—kindergarten, through the sixth grade in Walling Hall, seventh and eighth grades in Eliot, ninth through twelfth in Dunlap. The faculty will be present to meet the parents and to outline for them the

year's work. Following the room meetings, all parents will gather in the auditorium where Perry Dunlap Smith will extend a special greeting to new parents and call to mind the fundamental values of education which the school and home, in cooperation, must stress. A social hour in the lunch room will follow. Parents are urged to arrive promptly at 8:15

Grade Meetings (Announced under Grade Plans)

Committees

Art Library

This year, there will be a committee of students working with the parents. Exhibits have been arranged for October 3rd and October 24th. (Complete announcement under Art Department).

Office

Three mothers are responsible each morning for work in the office. The time is rotated in such a way that two people are always present and every third week is free for each person.

Parents who phone for study assignments for ill students are urged to call as early as possible so that notices may get to the faculty before eleven o'clock.

Faculty Tea

As in former years, the faculty teas will not start until the first Monday in November.

Luncheon

The list of substitute helpers in the lunch room will include all mothers of children new to the school.

GRADE PLANS FOR OCTOBER

Kindergarten—If, after fall house-cleaning, anyone plans to discard a 9x12 rug or fireplace equipment, the kindergarten will be happy to receive the articles.

First Grade—Plans indefinite.

Second Grade—Mothers and children will join in a midday picnic at the home of Mrs. Frederick W. Spiegel, 2300 So. Green Bay Road, Highland Park, on Tuesday, October 4th.

Third Grade—Plans indefinite.

Fourth Grade—As an outgrowth of the study of honey bees, the children will visit an apiary in the country. In conjunction with their study of the solar system, stars, and seasons, a trip to the Planetarium will be arranged.

Fifth Grade—A picnic for mothers and daughters will be held the end of October.

Sixth Grade—Plans indefinite.

Seventh Grade, Eighth Grade—While making themselves at home in new quarters in Eliot Hall, the children are planning the decoration and organization of class rooms, art studio, and library. Activities based on student interests for the fall term are being planned and student government officers elected.

Ninth Grade—Parents and teachers will hold a joint meeting the end of October.

Tenth Grade—Parents and students will meet together for games and dancing after supper in the gymnasium on October 14th.

Eleventh Grade—Plans are under way for a Harvest Get-together of students, teachers, and parents. The time and place will be announced later.

Twelfth Grade—Members of the senior class are invited to a general jollification on Sunday, October 2nd, at 2:30. There will be a mixed doubles tournament, ping-pong, pool, and croquet. Mrs. John Quincy Adams has kindly offered her tennis court and home. Supper will be served.

DEPARTMENT PLANS FOR OCTOBER

Art Department of Upper School

October 3—There will be a tea in the Art Library Room at 4 o'clock for parents, faculty, and seniors to exhibit color prints which have been newly acquired.

October 24—Edith Jane Bacon, director of Upper School Art, will exhibit her own paintings in oil. Tea will be served at 4 o'clock.

Athletic Department

The school, as in the past, is interested in improving the posture of all North Shore boys and girls. Each year, we try to impress upon each individual the reasons for good posture. The physical examinations have now been completed, and there are a number of pupils who need corrective work. The classes for corrective work are now being organized, and regular work will be carried on throughout the school year for both boys and girls.

Jack C. Anderson

Varsity Football Schedule

October. 8—
October 15—10:00 A. M., Harvard School (Here)
October 22—10:00 A. M., Wheaton Academy (Here)
October 29—10:00 A. M., Todd School (Here)

Minor teams will hold games throughout the month of October.

Inasmuch as these are arranged from week to week, it is impossible to present the month's schedule. Parents interested in attending these games should phone the school office each week for exact dates.

Hockey

October 14—North Shore High School Girls are having a hockey play day with Evanston High School on our fields at 3:30 P. M.

MORNING EXERCISES

Plans for the month of October were not organized when "Notes" went to press. Parents wishing exact information in regard to the programs are urged to telephone the office a few days in advance of visiting. Morning exercises are held daily at 11:00 A. M.

FACULTY NEWS

Perry Dunlap Smith is president of the Headmasters' Association of Country Day Schools of America.

Miss Elizabeth Hancock spent the summer in Santa Barbara, California, studying music.

Mr. and Mrs. Robinson had a most interesting summer as head counselors of the MacJannet Camps on Lake Annecy in the French Alps. There were 90 children from 16 countries enrolled during the summer. The MacJannet Camps were founded about fifteen years ago by Donald MacJannet, a graduate of Tufts College in Boston. It was the pioneer camp in Europe and is still a great novelty to Europeans as there are only two other camps of this type abroad. The camp is equipped and staffed like American camps and, in general, the program is similar. However, there are several unique features. First, many nationalities are represented at the camp and the international aspect is emphasized in morning assemblies and at evening camp fires. Secondly, children may be enrolled for short periods at any time between June 15 and September 15. While the counselors are largely from the United States, this past summer there were staff members from France, Estonia, Czechoslovakia, Sweden, Norway, and Egypt.

HOME WORK FOR PARENTS

Building Vocabulary—While the enlargement and enrichment of pupils' vocabularies has always been an important function of the English classroom, recent studies by E. L. Thorndike, Johnson O'Connor, and A. C. Eurich have given the subject such significance that its importance looms larger today than it ever has before. Our English department is well aware of current research in the field and has incorporated in its work such of current practices as it thinks would be most effective in our situation.

But the English classroom alone cannot carry the entire burden. Comparatively, it commands little of a pupil's time. The other subject matters and the home see more of him. Our Latin and Modern Language departments have always been conscious and effective contributors to our pupils' English vocabularies. And this year, the other subject matters are becoming conscious contributors to the vocabulary program. The home can and should help. Indeed, studies indicate that the home environment is the greatest single contributor to a child's useable vocabulary. A child's verbal poverty too frequently reflects the verbal poverty of his adult contacts. Where adults consciously bring new words into their conversation with children, the child's natural word curiosity causes him to make the new words his own. Feed this curiosity if you wish your child's vocabulary to grow. Let him hear good conversation at home, if you would wish him to speak and write well away from home.

David H. Corkran

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

NOVEMBER, 1938

To the Parents:

On my return from the East, I received from all sides reports of the splendid meetings which have been held by the various grades as opening meetings of the year. Most of them have been of a social nature as it is extremely important for the parents to become well acquainted early in the year in order to discuss more serious and important matters later.

My trip to the East was at the request, and at the expense, of the Commission on Relations of Schools and Colleges of the Progressive Education Association. The Carnegie Foundation and the General Education Board are financing this study, which is usually known as "The Eight Year Study" or "The Thirty Schools Experiment." We spent four days together as thirty schools discussing the problems which are facing us. The most interesting part of the meeting was the statistics collected by the examiners from the various colleges to which the students from our schools have gone. The statistics cover the present freshman and sophomore classes in college, and are checked against a similar group of students from thirty schools not in the experiment. The most enlightening fact of all was, it seems to me, that the students from the Thirty Schools found ways to solve their problems by the beginning of the sophomore year much more rapidly than the students from schools not in the experiment.

Another senior girl has been accepted for college without further examination. This is Harriet Case, whose work on the College Board Examinations and Scholastic Aptitude Tests last June was so outstanding that Bryn Mawr has notified us that she will be accepted without further examination. Wellesley had already done this in the case of Peggy Boyd. The school is indeed fortunate to have two girls receive such distinctive honors.

It is also a pleasure to me to receive many letters from our last year's senior class members who are in college, and to find in the cases of those at Williams and at Yale a very distinct feeling that the college work is less difficult than they had anticipated; in all other cases the students express themselves as finding the adjustment easy and rapid, and as having an amazingly good time.

The Headmistresses Association of the Middlewest, meeting in Chicago recently, chose to visit our school because of the reputation our Parents' Association has made for itself in the educational world. They met in Walling Hall to hear talks by four of our parents on the organization of the Association, the work of the various committees, and the impressions made on the new parents by joining this work. They then had an opportunity to visit Morning Exercises in which the children dramatized poems and scenes from well-known books and plays. Refreshments were served in the Art Library Room where paintings by Miss Bacon, Supervisor of Art on our faculty, were on exhibit. There was time for a visit to the school's famed costume room before the visitors' crowded schedule required them to leave. I

am delighted that such a distinctive recognition should have been given to the work of our Parents' Association. It was a source of great pride to me that our visitors were able to gain some idea of the spirit of cooperation and service that makes possible the really extraordinary results which have earned you such a favorable reputation.

PERRY DUNLAP SMITH

PARENTS' ASSOCIATION ANNOUNCEMENTS

Grade Meetings — First, Second, Ninth, Tenth, Eleventh, and Twelfth Grades will have meetings during the month. See detailed announcements under Grade Plans.

Committees

Art Library

An Amateur Photography Exhibit will be held from November 7th to November 12th. All students are invited to submit samples of their work. The judges will be Miss Bacon, Mr. Smith, Mr. Robinson, and one parent. For further details communicate with Zanne Boynton or Hal Lowther who will be in charge of the exhibit.

Costume

ATTENTION — Mothers and Fathers

Would you like to stay slim — supple — young? Then climb the crooked stairs that lead to the third floor of Knollslea. Probably some of you have never entered this land of "Make Believe."

Here is where the "Iolanthe" of 1938 has stored her fairies' wings and their lovely ballet costumes in moth-proof cupboards. Here is where those stunning "Peers" coats and breeches are put for future use. Here is where each opera in turn is safely kept. Here is where the students may feel free to come for any dramatic play or stunt they wish to produce, to search out suitable costumes. Here the committee *tries* to keep things in their proper places.

Rows upon rows of boxes in alphabetical order line the walls. Closets are filled with various period garments, all hung on hangers and covered; glass cases of shoes, shelves of helmets, drawers of fascinating jewelry and ribbons, pins, needles, sewing materials, all these things add to the fun and professional aspect of the costume room.

So climb the crooked stairs! See what really goes on behind the scenes! Add to your enjoyment when you watch a play or the opera!

Come up! We long to be seen!

DONATIONS DESIRED:

of Atmosphere — Pictures of period garments for the purpose of authentic costumes.

of Space — Chest of drawers, chiffonier, sectional book cases.

of Time — We're starting early this year. We need as many mothers as possible each Tuesday from 9:00 A.M. to 1:00 P.M. to sew for the opera.

Mrs. Edgar T. Konsberg, ch.
Mrs. Robert Gordon, Co-ch.

Mrs. George Spaulding
Mrs. Willis Gale

Faculty Tea

On Monday, November 7th, at 3:30 o'clock in the Art Library room of Knollslea, the First, Fifth, and Tenth Grades will be hostesses at tea to the mothers of these grades and the entire faculty of the school.

Lunch Room

After a month's experiment had been carried out whereby the Middle school children were offered plate luncheons instead of the cafeteria luncheon, the old plan of individual choice was resumed.

GRADE PLANS FOR NOVEMBER

Kindergarten—Billy Gorham has invited the kindergarten to see his animals and stay for a picnic lunch on November 1st. Everyone is welcome to visit the kindergarten to view the new curtains made by the mothers.

First Grade—The parents of the first grade will meet with Miss Peabody on the evening of Tuesday, November 22nd, at the home of Mr. and Mrs. James Garard. Miss Peabody will discuss in detail her plans for the year's schoolwork.

Second Grade—Parents will meet together on the evening of Tuesday, November 8th, at the home of Mr. and Mrs. John R. Searle.

The children are using the rakes which they made in Shop to rake the leaves on the campus.

Third Grade—Plans indefinite.

Fourth Grade—Plans are under way for a visit to a truck farm and to see some beehives.

Fifth Grade—The children are making a Viking boat which includes the drawing of a design and then the actual construction and painting of the boat.

Sixth Grade—On Friday morning, November 18th, the children will visit the Adler Planetarium.

Seventh Grade—The children will give a play for Thanksgiving.

Seventh and Eighth Grades—Students and faculty are leveling off the ground between Eliot Hall and the Girls' Gym. If any parents have shrubs left over from transplanting, will they please communicate with Ricky Copeland, Chairman of the Grounds Committee?

Students and faculty will shortly begin a ZOORAL or Zoo-Mural in the first floor corridor of Eliot Hall.

Ninth Grade—Parents will meet at the home of Mrs. Jack Benjamin on Tuesday, November 15th. The faculty will present an outline of the work of the year.

Tenth Grade—Students will be hosts at the football tea after the game on November 11th in the Girls' Gym.

Parents and teachers will meet together the latter part of November.

The Ancient History classes will start with Egypt after an introduction by way of present-day means of travelling in the Mediterranean.

Eleventh Grade—Mr. Smith and Mrs. Childs will meet with the parents on Monday evening, November 14th. The topic for discussion will be "Concerning College Requirements."

Twelfth Grade—The Armistice Day morning exercise will be under the supervision of the seniors. Exercises will begin at 10:45.

DEPARTMENT PLANS FOR NOVEMBER

Art Department of Upper School

Miss Louise Wood, who has spent years in studying Art in Italy and France, has very generously consented to talk at Morning Exercises (11:00 o'clock) on November 17th. Her topic will be "Isabella d'Este and Her Circle." Miss Wood was formerly associated with Miss Nixon's School in Florence, Italy, and has many friends on the north shore. Her mother was the late Mrs. Ira Couch Wood.

French Department

A play will be presented by the French Department.

Lower Shop (Grades Second to Eighth)

The various units such as ceramics, metals, and block printing are now under way for near future use.

Athletic Department

The gymnasium is open on Friday evenings to high school boys and girls for Badminton.

Hockey

Nov. 4—Roycemore (Here)
Nov. 15—Hockey Play Day with New Trier (Here)
Nov. 19—Milwaukee Downer Seminary (Here) 2:00
The high school girls serve refreshments to their guests immediately after the games.

Five girls from North Shore are trying out for the School Girls' Team which will play a Chicago School Girls' Team as the curtain raiser for the Midwest tournament to be held in Evanston on November 12th and 13th.

Football

Nov. 5—Francis Parker vs. Varsity (Here) 10:00
Francis Parker vs. Jr. Varsity (Here)
Nov. 7—Chicago Latin (vs. Jr. Varsity (Here)
Nov. 11—Chicago Latin (Here) 3:00 P.M.
Nov. 12—Squad D vs. Lake Forest (There) 10.00

MORNING EXERCISES (Daily at 11 o'clock)

The programs offered are the only ones definitely planned at this time. Parents wishing information in regard to any day not listed should phone the office a few days in advance of visiting.

Nov. 11—10:45—The Armistice Day program will be presented by the Twelfth Grade.
Nov. 17—11:00—Miss Louise Wood will talk on "Isabella d'Este and Her Circle."
Nov. 23—10:45—The Seventh Grade will present a Thanksgiving play.

FACULTY NEWS

Edith Jane Bacon has a picture hanging in the Exhibit of American Artists now in the Art Institute.

GENERAL NEWS

The students will present two performances of a vaudeville, a matinée on Thursday, Nov. 17th, at 2:20 and an evening performance on Nov. 18th, at 8:15.

Thanksgiving Holiday will extend from Nov. 24th to Nov. 27th.

NEWS FOR "NOTES"

Material submitted should cover only the particular month of issue and should be sent to the office *before* the 24th of the month.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

DECEMBER, 1938

To the Parents:

During the past month, the school was happy to learn of the election of William Darrow to the Phi Beta Kappa Society at Yale. Four of our graduates have won this honor in the last twelve months. Another scholastic honor was the acceptance by Vassar of Eleanor Zeiss, without further examinations. This brings to the present Senior Class the distinction of being the only class to have three of its members accepted by the colleges before Christmas.

There have been seven meetings of grade groups of the Parents' Association during the month, all studying problems which were pertinent to the age levels of their respective children. Many of these groups having asked for guidance in the matter of the most efficient method of conducting the "home study room," the following suggestions are offered:

The best results in the past seem to have come from those homes which consistently and impersonally provided protection from distraction, regular study hours, privacy, and a regular bed hour (enforced) for the student every night. Under the head of distractions comes a radio in the study room, whether turned on or off; studying in the midst of the family circle; and being allowed to answer the telephone or to call others. Each of these tends to interfere with the habit of concentration. A regular bed hour, regularly enforced, helps the student to use his time in school more completely. When he knows that he may not stay up after half-past nine or ten o'clock, he does not dawdle or procrastinate so much and learns to make use of odd minutes here and there throughout the day. If assignments seem too long, it is frequently because the child is attempting to carry more than the four required subjects. Only the ablest students should attempt such extra work.

It is usually unwise for the parent to attempt to help a student do the actual homework. Students seem instinctively clever at eliciting "the answers" from adults without learning any of the lesson involved. This is a bad habit to cultivate. A good safeguard against it is always to reply to the student's question with another question rather than an answer. By such re-questioning a parent may direct the student to the important points involved and thus enable him to work out the answer for himself.

The principal function of a parent in teaching good study habits is to provide proper physical conditions, to see that distractions are kept away, and to encourage the student to solve his own problems rather than to help him "get his lessons."

Any of the faculty or I, myself, will be most happy to talk over individual problems of home study with the parents, at any time.

PERRY DUNLAP SMITH

CHRISTMAS ANNOUNCEMENTS

Christmas Vacation . . . . . December 22nd to January 9th

All patrons and friends of the school are cordially invited to attend the following exercises:

Chrismas Tableaux . . Thursday, December 15, 10:55 A.M.
Santa Claus Party . . . . . Friday, December 16, 10:45 A.M.
(The Kindergarten and the first four Grades will be dismissed to go home directly after this party — about 11:45.)
Christmas Poetry . . . Thursday, December 20, 10:55 A.M.
Christmas Play . . . . Wednesday, December 21, 4:00 P.M.
(The Kindergarten, First, Second, and Third Grades will not report to school on this day until 3:00 P.M. Fourth and Fifth will not report until 1:00 P.M. Sixth Grade, Middle School, and Upper School will have the regular school day.)

PARENTS' ASSOCIATION ANNOUNCEMENTS

Dues to the Parents' Association were raised from one dollar to two dollars for the year, in order to cover the cost of "Notes." Enough parents expressed the need for a calendar of school activities and interests to warrant our attempting a monthly bulletin. It is hoped that parents will submit suggestions whereby the value of such a calendar may be increased. "Notes" will be continued after this year only if the parents so desire it.

Grade Meetings — During the month most of the grades will have a special night in the Toy Shop. See detailed announcements under Grade Plans.

Committees

Art Library

There will be an exhibit of etchings and lithographs in the Art Library sometime in December. These are unsigned originals and are sold for a very small sum, thus making attractive Christmas presents.

John Adair, who has been in the West studying the craft of the Navajos for the past six months, will give a talk at Morning Exercises on December 12th. He has taken moving pictures of the Indians at work.

Faculty Tea

On Monday, December 5th, at 3:30 o'clock in the Art Library room of Knollslea, the Second, Sixth, and Eleventh Grade mothers will be hostesses at tea to the entire faculty of the school.

GRADE PLANS FOR DECEMBER

Kindergarten — Parents will meet in the Kindergarten Room on December 6th at 8 o'clock. Mrs. Robinson will discuss the year's work.

The younger brothers and sisters of the Kindergarten Chil-

dren are invited to a party on December 20th in the Kindergarten Room.

A train is being constructed by the children.

First Grade — No definite plans.

Second Grade — On December 13th, at 4:30, mothers, fathers, and children will meet in the Toy Shop. The children are making the place cards for supper, which will be served at six o'clock. Christmas carols will be sung.

Third Grade — On Wednesday, December 7th, supper will be served at six o'clock preceding a meeting of mothers, fathers, and children in the Toy Shop.

Fourth Grade — On December 2nd, children and parents will meet for supper at 6:30, after which they will work in the Toy Shop.

Fifth Grade — On December 9th, at 7:30, the parents and children will join the Sixth Grade at work in the Toy Shop. See Morning Exercises, December 20th.

Sixth Grade — On December 9th, parents and children will have supper together at 6:30, after which they will join the Fifth Grade in the Toy Shop.

The children will visit the Planetarium and the Aquarium on December 15th (all-day trip).

During the afternoon of December 20th, the children will visit the Science Museum in connection with their radio study.

Mother Rabbit is expecting babies on November 28th and will welcome visitors any time thereafter.

Seventh and Eighth Grades — On December 14th, students and parents of the Seventh and Eighth Grades will meet in the Toy Shop from 7:30 to 9. See Morning Exercises, December 5th — Seventh Grade girls.

During December, the Eighth Grade will give a Morning Exercise on Dictatorship and Democracy, ideas which have grown partly out of Orson Welles' now famous broadcast and partly out of their study of propaganda methods and stage techniques.

Middle School activity program for the winter months includes the following groups and clubs, some of which are already in action: camera club, shop and studio groups, student publications, typewriting groups, dramatic group, dance groups, toy-designing and toy-making group, sewing circle. Landscaping continues in the space between Eliot Hall and the gym. Some parents have been kind enough to give shrubs. The Middle School Grounds Committee is studying the question of what cover crop is needed to prepare the ground for grass, and when this crop should be planted.

Ninth Grade — See Morning Exercises, December 19th.

Tenth Grade — Parents and students will meet in the Toy Shop at 7:30 on December 12th.

Eleventh Grade — From 7:30 to 9:00 P.M. on December 12th, students and parents will work in the Toy Shop.

world at work. Yet now, perhaps more than ever, it is important for everyone to have some realization of the meaning of production, wages and hours, management of industry, and housing.

To meet this need, we are arranging a series of trips to Chicago, a huge laboratory offering almost limitless possibilities for observation and study. The core subject for the series will be the interrelation of wages and housing.

The first trip is planned for the Hull House district and the south side negro section, on Saturday, December 3rd. The series will attempt to include the steel mills, the stock yards, coal mines, automobile assembly plants, a shirt factory, Wheaties, and others.

An effort will be made to have presented at each plant the points of view of all branches of industry by men active in their fields.

Buses will provide transportation and will constitute the only definite expense involved.

The parents' part in this program is twofold: first, to send a note of permission with the child if he wishes to participate; second, we would appreciate hearing from any father who has a plant which he would be willing to have us visit.

NAT FRENCH
DAN WELLS

Twelfth Grade — Parents and students will meet with the Tenth and Eleventh Grades in the Toy Shop on December 12th at 7:30 P.M.

See Morning Exercises, December 2nd, December 6th and December 14th.

Parents are asked to send $2 grade dues to Mrs. Marshall Davies, 153 Robsart Place, Kenilworth.

DEPARTMENT PLANS FOR DECEMBER

Music Department

At Morning Exercise on December 14th, the Trio will play Gade's Trio in F. The pianist, violinist, and cellist of this Ensemble Group are all members of the Senior Class.

As is customary, a mixed choir of High School boys and girls will sing the music of the Christmas Play. This year's play will include:

The Virgin's Cradle Hymn . . . . . E. Rubbra
Sweet Was the Song . . . . . Geoffrey Shaw
When Christ Was Born of Mary Free Martin Shaw
Gloria in Excelsis . . . . . Ramsay Duff
Dresden Amen . . . . . Traditional

French Department

The Senior Girls will present a French Play on December 6th, at 10:55 A.M., under the direction of Mme. Parker.

English Department

On December 2nd, at Morning Exercise, a Senior English Group, under the direction of Mr. Corkran, will present the Irish dramatist, J. M. Synge.

Art Department

On December 15th, at Morning Exercise, the "Christmas Tableaux" will be presented by the Art Major Class.

Athletic Department

Starting Friday evening, December 2nd, the Boys' Gym will be open to High School boys and girls for Badminton.

MORNING EXERCISES (Daily at 10:55)

December brings many Morning Exercises in which parents will be interested. Sometimes changes, postponements, or substitutions are unavoidable. Parents may always call the school office for verification of the morning's program.

Dec. 1 — "Poland" by Miss Bacon.

Dec. 2 — A Senior English group, under the direction of Mr. Corkran, will present the Irish dramatist, J. M. Synge.

Dec. 5 — "The Bluebird" presented by the Seventh Grade Girls.

Dec. 6 — A French Play presented by the Senior Girls, under the direction of Mme. Parker.

Dec. 7 — "Development of the German Christmas" by Dick Wells

Dec. 12 — "Navajo Art" by John Adair.

Dec. 14 — The Trio, under the direction of Mr. Duff.

Dec. 15 — "Christmas Tableaux," presented by the Art Major Class.

Dec. 16 — The Santa Claus Party, at 10:45 (note change in time).

Dec. 19 — "Our Play" by the Ninth Grade.
The play to be presented this year is "The Nativity" translated from the Gaelic of Douglas Hyde by Lady Gregory.

Dec. 20 — Christmas Poetry presented by the Fifth Grade.

FROM THE STUDENTS

Each year the Senior Class puts out a yearbook which is called the *Mirror*. In it we try to set forth the main events of the school year, both in written material and in a large number of photographs. Each grade of the school is represented.

In the past we have found it very difficult to collect subscriptions promptly. The drive has been going on since Thanksgiving and will end just before Christmas. We would appreciate it if parents with children in the Lower School, who wish to buy the *Mirror*, would mail their subscriptions to the *Mirror* c/o the school. The price is $2.50.

FROM THE FACULTY

Visual Education. — There is a definite need for a fund which will be available to teachers who want to use movies in connection with their classes. At present, there is no way to finance movies in classes or in Morning Exercises other than to pro-rate this expense among the students who see them, which is highly unsatisfactory to both parents and teachers.

To build up a Visual Education Fund for the express purpose of bringing movies to the school, a committee of students and teachers has been formed which plans to put on a program of ten movies throughout the remainder of the school year. An admission fee of fifteen cents will be charged.

The immediate aim is to raise a Visual Education Fund, but the committee has as its secondary purpose an attempt to stimulate critical evaluation by selecting what it considers the best of the older pictures. Most of the children in the school were too young to have seen these when they were first offered. In this way, a series of the finest pictures yet produced will be presented to the school. Morning Exercises will be given on each picture before it is shown.

The first showing will be D. W. Griffith's "The Covered Wagon" and Walt Disney's "Grasshopper and The Ant" on Thursday, December 8th. There will be two performances, — the first at 2:30 and the second at 4:15. "The Covered Wagon" still ranks as one of the finest American productions. It is historically accurate and re-creates vividly the migration across the Plains on the Oregon Trail. Parents are cordially invited.

Wages and Housing. — North Shore students live in suburbs largely residential in character and have little or no contact with the

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

JANUARY, 1939

Our School Family

What is there about the Christmas Exercises every year that seems to draw the entire school family more closely together than any other experience which we share? The Nativity Play, this year, again seemed more moving and satisfying than ever before. Each year I wonder how any other group of fourteen-year-olds will ever be able to rise to such a genuine and complete appreciation of the Christmas story as the previous grade achieved, and each year they not only do that, but, somehow, each new group adds some note distinctive of itself in the simplicity and beauty with which they interpret the story to us.

No other ceremony seems to draw together so many of the various members of the school community. The graduates come in large numbers, of course, as do the ex-members of the school who have gone to boarding schools. Their joy in being back seems no less complete. And, then, the parents and grandparents of pupils long out of the school are present most eagerly. It always adds much to the occasion to see the faces of former members of the faculty who have come back to join with us in this reverent ritual.

The singing of the Christmas music by the younger grades seemed to give a perfect overture for the magnificent prophecies of Isaiah as spoken by one of the Senior boys. Today, the familiar phrases seem to take on new meanings and bring renewed faith and hope in a weary world. The story from Luke and from Mark, as told by the clear artless voices of the First and Second Grade pupils, who traditionally memorize it at this time, is one of the most profoundly moving experiences of the whole year, exceeded only by the Nativity Play with its climax in the Dresden Amen and the message of the Angels. These never fail to leave one with a sense of elation and awe that carries through the whole of the Christmas season.

Possibly one reason for the profound feeling we sense at this time is the way in which all groups work together to make the exercise one of genuine reverence and beauty. There are so many unseen factors which are needed for the success of the whole that one feels the joy of working without thought of reward. The stage crew, the extra music choir, and the mothers who toil so valiantly on the costumes are all examples of this. It is an inspiration to the children to find themselves working amid so many unselfish people who feel enough satisfaction in the need and beauty of the exercise to repay all the hours of time and thought which they freely give at one of the busiest seasons of the year.

I invariably feel a sense of gratitude for being given the opportunity to work in close association with the members of this school family. — P. D. S.

PARENTS' ASSOCIATION ANNOUNCEMENTS

A great majority of the parents have signified their willingness to finance for the children a skating rink on the school grounds. The eighth grade pupils are undertaking the collection of the money for the project. This rink makes possible a more diversified physical education program during school hours, and offers an opportunity for outdoor play on the school grounds after hours. The hose and nozzle, scrapers, shovels, and floodlight have been purchased, and a rink for hockey and one for general skating will be maintained after vacation, as continuously as the weather will permit. The school is deeply grateful for the interest taken by the parent body.

Grade Meetings — The First, Tenth, and Twelfth Grades have planned parents' meetings during January. See detailed announcements under Grade Plans.

Committees — Faculty Tea — As is customary during January, there will be no Faculty Tea. However, the Teas will be resumed on the first Monday in February.

GRADE PLANS FOR JANUARY

Kindergarten — The children will take a trip to the grocery store soon after school re-opens to buy supplies for cooky making.

First Grade — There will be an afternoon meeting of the Mothers, for a general discussion, about the middle of January. Tea will be served and a special program will pertain to music or books for First Graders. Mothers will be notified of exact plans.

Second Grade — No definite plans.

Third Grade — No definite plans.

Fourth Grade — There will be no meeting in January, but, in February, the parents will meet with Miss Fullerton to discuss the work which has been planned for the rest of the year, and to ask any questions which may concern the group. The exact date for this meeting will be in the February issue of "Notes."

Fourth Grade children are reading translations of The Aeneid and The Odyssey.

A joint Morning Exercise with High School Latin Classes is being planned for late January.

The pupils would welcome loans or gifts of magazine pictures, showing the geographic characteristics of the region around the Mediterranean Sea. Contemporary news items, maps, and cartoons, relative to Italian, French, and English colonization in that region would, also, be appreciated.

Fifth Grade — No definite plans.

Sixth Grade — No definite plans.

Seventh Grade — The Grade is planning a puppet show on the travels of Marco Polo, which they are reading in connection with their study of the age of discovery and exploration. The Science Department is cooperating with an introduction to the study of navigation and other scientific developments of the age.

Cooking Classes during activity periods on Tuesdays and Thursdays have been started under the supervision of Mrs. Anderson.

Eighth Grade — Centers of activity during January will be the rival newspapers published weekly by different groups of the Purple Section, and the plays, tailor-made, adapted, and original, in rehearsal by groups of the White Section.

The Morning Exercise on Dictatorships, postponed because of the crowded auditorium schedule during the weeks before Christmas, will be given this month.

Cooking Classes for the girls, under the leadership of Mr. French and Mr. Robinson, are now in full swing.

Ninth Grade — No definite plans.

Tenth Grade — There will be a parents' meeting at the home of Mr. and Mrs. John Walter Miller, at which time Mr. Smith will speak on "Tenth Graders Are Normal Human Beings." The exact date will be announced later.

Mr. Millett's Ancient History Class will take a trip to the Oriental Institute.

Eleventh Grade — No definite plans.

Twelfth Grade — Parents will meet on Tuesday evening, January 10th, at eight o'clock, at the home of Mr. and Mrs. Robert Gordon, 1345 Private Road, Winnetka. Four North Shore Alumni, just out of college, will give short talks and Mrs. Childs, Mr. Smith, and Mr. Corkran will be present to answer questions in regard to colleges.

MID-YEAR EXAMINATIONS — JANUARY 18th, 19th, 20th.

DEPARTMENT PLANS FOR JANUARY

Art Department

There will be an exhibition of student art from North Shore Country Day School at Mr. Theobald's book shop, 104 South Michigan Avenue, Chicago.

Athletic Department

The Boys' Gym will be open to High School boys and girls for Badminton on Friday evenings.

Basketball

January 14 — 2:00 P.M., Milwaukee Country Day School (Here).

The schedule for other games has not yet been arranged.

MORNING EXERCISES (Daily at 10:55)

Dates and topics for Morning Exercises had not been definitely arranged when "Notes" went to press. Parents may always call the office for information in regard to the morning's program.

January 9 — Mr. Smith will speak before the whole student body.

FROM THE FACULTY

On the Reading of the Classics — A parent recently asked me: "When is my boy going to read the classics?" The question is not a new one, I have heard it frequently in the past twelve years. The implication is, of course, that the "classics" of English literature are not read in the

Country Day School. To refresh my mind on the subject, I glanced through the reports of our High School English teachers for the past four years to see just what classics their pupils have studied intensively. They included George Eliot's *Silas Marner;* Charles Dickens' *A Tale of Two Cities* and *Pickwick Papers;* Thackeray's *Vanity Fair;* Jane Austen's *Pride and Prejudice;* Anthony Trollope's *Barchester Towers;* the Victorians, Tennyson and Browning; and the Romantics, Wordsworth, Shelley, Keats, and Byron; and Shakespeare's *As You Like It, Macbeth, Julius Caesar, Hamlet,* and *King Lear.* To be sure, most of these were read in the upper two years of the high school. Nevertheless, a fair share of them appeared in the first two years. A modern educator, glancing at this list alone, would doubt any assertion that the Country Day School is a Progressive school.

Besides these, there also appeared in the courses such works as Galsworthy's *Forsyte Saga;* Eugene O'Neill's *Mourning Becomes Electra;* Thomas Hardy's *The Return of the Native;* Sinclair Lewis's *Main Street;* E. A. Robinson's *Tristram;* Emil Rolvaag's *Giants in the Earth;* Stephen Benet's *John Brown's Body;* and J. G. Neihardt's *Song of the Indian Wars.* Perhaps the difficulty in our parent's mind lies in the presence of these works in his youngster's reading. In the parent's day, many of these had not yet been written, or at least were not read in the schools. But the writing of classics or good literature did not cease with Shakespeare, or with Sam Johnson, or with the Victorians. It continues even into the present. Yet Galsworthy, Hardy, and Robinson are not contemporaries of this generation of high school students, and Lewis's *Main Street* was written twenty years ago! If bearing up under the test of time is an indication of classic quality, much of what some of us still regard as contemporary, and therefore unfit for the schools, is beginning to qualify.

The answer to the question lies somewhat in that as time goes on and the stream of literature broadens, the intensive study of the past and its works becomes the task of a specialist. The Victorians were much nearer the horse and buggy and leg-o'-mutton days than they are to this era of radio and stream-lined trains. And they spoke a language which can be rendered articulate to the rank and file of our young people only by the archeological courses in the history of literature offered by our colleges.

(To be continued)

DAVID H. CORKRAN

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

FEBRUARY, 1939

The Alumni in Our School Family

The Christmas holidays have come and gone, leaving behind a sense of satisfaction, good-fellowship, and comfortable fatigue. The pupils have returned to their lessons with apparent readiness and seriousness of purpose, just as they did last year when we first tried the experiment of moving the vacation as far as possible into January. There seems to be no doubt, now, of the advisability of the change. By continuing the school in session until almost Christmas day, we have made it possible for the Alumni to be present for the Nativity Play and other Christmas exercises. Each year they seem to appreciate this more. Then, too, by continuing the holidays until a full week after New Year's day, the pupils have a chance to recuperate from the strenuous succession of dances and parties which seems to be the inevitable program of the week between Christmas and New Year's day. It is even discreetly rumored that some of the homes have regarded this week with favor as an opportunity to reorganize the younger members of the family after the departure for college of the older brothers and sisters who have, naturally, pretty much dominated the scene until then.

From the point of view of the School, these older brothers and sisters contributed the most valuable factor to the holidays. No one who was present at the Alumni luncheon could fail to feel a steadily growing interest and seriousness on their part. They are rapidly becoming, as they should, an important influence in the destiny of the School. They have elected a representative to attend the meetings of the Board of Directors of the School. They have an Alumni Council which meets regularly, and actively contributes to the School's policy and welfare. More and more, the Undergraduates and Faculty are looking to them for advice and counsel, and are finding their suggestions good.

Well over a hundred Alumni gathered to go carolling on Christmas eve. They sang lustily and with a spirit and joy in being together once more that was deeply impressive. On this occasion the High School pupils were also present and could feel something of the tone of loyalty and solidarity which now seems to characterize the alumni body. In these days of artificially inflated emotions and high-pressure propaganda, it is refreshing to experience a quiet loyalty to an unexpressed ideal, stimulated only by the force of the ideal itself and expressed in the lives of the individuals accepting it, rather than in a slogan.

It seems to me that the School has taken a rather significant step forward in its permanent growth. The pupils will benefit greatly in their new realization of the presence and interest of their big brothers and sisters — the Alumni.

P. D. S.

PARENTS' ASSOCIATION ANNOUNCEMENTS

Grade Meetings — The Fourth and Eleventh Grades will hold meetings in February. See detailed announcement under Grade Plans.

Committees

Art Library

Plans are under way to arrange a talk on Eastern Europe by Miss Elma Pratt of the International Art School. There will be colored movies of the peasant dances, gay costumes and examples of peasants' handwork. This will be presented at a Morning Exercise.

Costumes

Mothers are needed immediately to help with costumes for the opera. Some one is on hand daily in the art room (second floor, Knollslea) to explain the work to all helpers, who need not be experienced seamstresses. This call for workers is urgent since the costumes must be finished before March 1st, at which time Miss Bacon will leave for a few months of painting in the Southwest.

Faculty Tea

Mrs. John W. Miller, Mrs. Frederick W. Copeland, and Mrs. Denison Hull will be hostesses at tea on February 6th at 3:30 o'clock in the Art Library Room of Knollslea.

Library

One hundred and ten new books have been added to Dunlap library since October. Eliot Hall has accessioned sixty-nine. Mrs. Heim, who has charge of the Lower School Library, is away until February so that her report is not available at the present time.

French Painting of the Nineteenth Century by Rocheblanc, *Art in America in Modern Times*, a life of Frans Mare, *Art for Children*, a book of English painting, two new books on photography, and a Phaidon Press copy of *Art Without Epoch* are among the very beautiful new books in the Art Library.

The committee at Dunlap Hall has started taking inventory. Mrs. Gregory, in charge of Eliot library, will begin the following week.

GRADE PLANS FOR FEBRUARY

Kindergarten — No announced plans.

First Grade — Miss Peabody, Mr. Anderson and the First Grade children will direct the Valentine's Day program which will be held in the Boys' Gym on February 10th.

Second Grade — No announced plans.

Third Grade — No announced plans.

Fourth Grade — Parents will meet at the home of Mr. and Mrs. Harris Perlstein, 443 Sheridan Road, Glencoe, on February 15th at 8 o'clock. Miss Fullerton will give a review and preview of the year.

The children are making a critical comparison of radio programs and literary stories.

Fifth Grade — No announced plans.

Sixth Grade — No announced plans.

Seventh Grade — No announced plans.

Eighth Grade — The Eighth Grade under the supervision of Mr. French will present the Washington's Birthday program at Morning Ex.

Ninth Grade — No announced plans.

Tenth Grade — A set of questions has been mailed by a committee to all Tenth Grade parents. Answers to these questions should be returned to the school office.

Eleventh Grade — It is hoped that a winter sports party may be held sometime during the month, but since this depends upon the weather, cards will have to be sent out on short notice.

Twelfth Grade — The Senior Play, *Alice-Sit-by-the-Fire,* will be presented on February 3rd and 4th at 8:15 P.M.

DEPARTMENT PLANS FOR FEBRUARY

Art Department

See announcement under Art Library Committee.

Athletic Department

Basketball Schedule

Feb. 1 — Chicago Latin vs N. S. (Home 3:30) 2 games
Feb. 8 — Lake Forest Academy vs N. S. (Home 3:30) 2 games
Feb. 11 — Milwaukee Country Day vs N. S. (Away 2:00) 2 games
Feb. 22 — Chicago Latin vs N. S. (Away 3:30) 2 games

Music Department

See Morning Exercises, Feb. 1st.

The School Orchestra and the various ensemble groups are maintained and encouraged primarily for the enjoyment of those taking part. It is not necessary to be a virtuoso in order to play a part in an orchestra — an organization in which the musical total is considerably greater than the sum of the parts.

An Alumnus has loaned to the school a fine clarinet, which was played in the school orchestra for many years. This instrument is available for use by any student who wishes to take up the study of the clarinet and may be used for a year free of charge; by that time it is hoped the student will be ready to provide his own instrument. The school also possesses a trombone, a cello, a viola and a double Bass which students may arrange to use.

In addition to the teachers of piano and of stringed instruments listed in the pamphlet *Music at Country Day School,* we are fortunate in having as teacher of wind instruments, Mr. Raymond Craft, who also has charge of instrumental instruction in the Winnetka Public Schools. Information as to charges, schedules, etc., may be had from Mr. Duff or from the teachers themselves.

Visual Education

February 9 — Walter Huston in *Abraham Lincoln*

February 23 — Gary Cooper in *Lives of a Bengal Lancer*

Industrial Trips

February 4 — Mr. Randall has made special arrangements for a group of fifteen or twenty High School students to visit the Inland Steel plant.

MORNING EXERCISES (Daily at 10:55)

Parents may always call the office for information in regard to the morning's program.

February 1 — The Orchestra will play three movements of Beethoven's First Symphony.

February 9 — Lincoln's Birthday program will be presented by Mr. Corkran's Senior History Class.

February 10 — The program on Valentine's Day will be given in the Boys' Gym. Mr. Anderson, Miss Peabody, and the First Grade will direct it.

February 22 — The Eighth Grade under the supervision of Mr. French will present the program in honor of Washington's Birthday.

Dr. Samuel Harkness, Rabbi Charles Shulman, and a Jesuit priest will each present a Morning Exercise on the subject of *Tolerance*. The dates have not yet been arranged.

FROM THE STUDENTS

The Skating Rink

The skating rink at school is at last a fact. Ice is made and will be increasingly better as the cold weather continues.

The Eighth Grade has been working on the collection of the pledges which are to defray the expenses. They have written and distributed a notice to all those who offered to give toward the project. The notice requests that donors send either a check for the $2.00 or a signed slip authorizing the committee to take this sum from their school accounts.

We deeply appreciate the generosity of the parents in making possible this venture. Testimony to our gratitude may be seen daily on the rink. — The Eighth Grade Committee

The Senior Play

The Seniors will present Sir James Barrie's *Alice-Sit-by-the-Fire* on Friday and Saturday evenings, February 3rd and 4th, at 8:15 P.M. in the school auditorium. Alice-Sit-by-the-Fire is an amusing play concerning a seventeen year old girl who thinks she knows more about life than her mother does. In 1898 when this quaint play was presented on the legitimate stage in England the most outstanding actresses of the day, Ellen Terry and Irene Von Brugh, played the respective parts of Alice Crey and her daughter Amy. When the Seniors present Alice-Sit-by-the-Fire there will be two casts. Lois Greeley and Marion Wilson will play the part of Amy while Anne Strong and Eleanor Daughaday are to play the part of Alice. Others having parts in the play are Jim Wieboldt, Dick Hart, Jack Ritchie, Malcolm McCaleb, Barbara Wright, Peggy Boyd, Lydia Elliott, Janet Jenkins, Peter Kuh, Bill Davies, Miranda Randall and Eleanore Zeiss.

Although modern costuming was discussed, it was decided that costumes of the early '90s would be more suitable for the play. — —

The Seniors

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

MARCH, 1939

Poughkeepsie, N.Y.
February 17, 1939

To the School Family:

This is written in the Founder's Room at Vassar which has been graciously assigned to me as my headquarters during my visit. I write surrounded by the massive mahogany furniture that was Matthew Vassar's own, and last night I slept in his gargantuan four-poster bed. It was like climbing the side of the Queen Mary to get into it, and I felt as if I were on an Arizona mesa when I reached the top. Mr. Vassar must have been of Falstaffian proportions if one may judge by his furniture.

It is always a pleasure to visit Vassar, not only because its hospitality is always on the same generous scale as the Founder's bed, but because everyone seems to be so happily and busily going about tasks which she really enjoys. It is a most satisfactory atmosphere.

But no college could claim an exclusive right to satisfactions of that sort. Two days ago I visited Wellesley and was again struck by the great beauty and rustic charm of its campus and the spirit of new adventure that seems to have been brought by its new president, Mildred McAffee, who was once a pupil of mine in the old days at the Parker School.

Before that I had visited Harvard, Massachusetts Institute of Technology, Williams and Yale, on my way around the college circuit. I also saw the Deerfield Academy and tomorrow will visit the Millbrook School to see their Senior Play. After that I go to Bryn Mawr and Swarthmore, then to Detroit for the Progressive Education conference and then, I hope, home.

At each college it has been great fun to see our graduates and talk with them about their work and their interests. I have also checked with the various Deans about the work of each of our students who are freshmen this year. The reports have been highly gratifying. I have been struck with the fact that in every case but one these students have continued to do in college almost the identical type of work that they did in school. The change from school to college seems to be more of a continuation than a transition. The only new factor I have discovered on this trip has been the number of accidents due to skiing, one of the most unique of these being a case of measles contracted on a ski trip!

I dined with President McAffee, of Wellesley, and a group of her senior girls one evening and put to them the same questions I have put to my own graduates regarding the preparation for college. Almost unanimously they answer that practice in taking examinations and in taking notes is essential. The problem of getting enough sleep is also frequently raised among girls and boys of all schools. I was surprised to learn that some of the largest of the preparatory schools do not enforce a bed hour even for their younger students. I believe that both homes and schools must attempt to do more in the direction of helping students with these difficulties.

At Harvard I was greatly pleased to learn that the requirement of making English A a penalty for those not passing the entrance examination in English above 75 has been abolished. I had lodged a protest on this several years ago and almost every year since. The College Board officers with whom I talked seemed to believe that the trend was more and more towards a more comprehensive type of examination with greater emphasis on testing for power. This I believe to be a very sound policy.

At Vassar and Wellesley and New Rochelle I gave lectures. At the colleges they are more and more interested in learning about the prerequisites for teaching as a profession and are deeply interested to know about the Graduate Teachers College of Winnetka which is still unique in many ways. The problem of finding a field of endeavor and then a position in that field seems to loom larger and larger in the undergraduate's interest. Yale was doing some interesting work in that direction in one of the residential colleges.

On the whole, I think that the House Plan at Harvard and Yale has greatly benefited the upper classes but at the expense of the Freshmen. The first year seems far more difficult than it used to be before this plan went into effect.

I was proud of what I found our boys and girls in college were doing. One can always tell about how things are going from the reception one gets at the Dean's office. I do not remember ever having been more warmly received than I was this year.

Perry Dunlap Smith

ON THE TEACHING OF GRAMMAR

The functions of grammar study are to give one a sense of the logic of language and a guide for language usage.

Among modern languages English, by the standards of the inflected languages, is the least logical. It has been the despair of grammarians who have attempted to fasten upon it the analytical apparatus of the ancient languages. Their difficulties have arisen because the logic of English is primarily the logic of use rather than of form. Even in usage the norm of English is currency rather than grammatical logic.

The language being what it is, the emphasis of the Country Day School is upon the logic of its use, rather than of its form. The work of the English Department in oral and written composition concerns itself with fresh and effective use of the language. The guide to correct use set up is current accepted usage. Where necessary there is analytical English grammar to clarify points of usage.

Now this does not mean there is no formal and systematic study of English grammar in the school. On the contrary, there is considerably more than our thesis would warrant and much more than our friends think there is. The English teachers of the Middle School accept the responsibility of making their pupils familiar with the parts of speech and their simpler case and tense uses. The High School teachers of English carry this knowledge on through the analysis of sentences into phrases and clauses for the purpose of improving sentence structure. But these activities are slight compard to those carried on by the teachers of the ancient and modern languages in which there is immediate use for formal grammar. It is in the daily drill of turning English into Latin, French or German, or Latin, French or German into English that what there is of formal logic in English grammar is taught. Duplication of the teaching is not necessary in the English classroom, for it has been found that the carry-over of method and terminology to English is sufficient for all the purposes of English usage which cannot be taught without the assistance of grammar.

D. H. Corkran

GRADE PLANS FOR MARCH

SECOND GRADE — Parents will meet at the home of Mr. and Mrs. W. W. Clore, 654 Cherry Street, Winnetka, March 6, at 3:30 P.M. Mrs. Cadenhead will discuss very informally the year's work.

THIRD GRADE — Is publishing a paper: "The Winnetka News — A Plan For Safety, P. W. A. Project." It costs 5c a copy. If you are interested in this project, buy a paper from the Third Grade.

SIXTH GRADE — Two boys are attempting to publish periodically what, to their minds, are the outstanding writings of the Lower School children. Feeling that they do not want to "sell" this publication, they are waiting to see the reception given their first edition. If it is received well, they will attempt to get financial supporters from interested children and parents.

EIGHTH GRADE — Two photographic competitions have been organized: one by Paul Williams, the other by Mr. White. Another group has started a picture frame business in the new shop in Eliot Hall and hopes to make frames for the school art collection. Several other groups have been producing weekly newspapers since Christmas. A visit to a District Court and several plays are being planned for this month.

DEPARTMENT PLANS FOR MARCH

ART DEPARTMENT — The Lower School Art Department would appreciate very much having old copies of magazines containing reproductions of art works. Such magazines as *Time, Vanity Fair, International Studios, Life, American Magazine of Art, Design,* and *The Arts* often carry very good ones. Please send them to the Lower School Art Room.

ATHLETIC DEPARTMENT — Boys basketball: Todd School vs. N.S. (Home 3:30)

FRENCH DEPARTMENT — Beginners French class will present "Café Cognac," but on account of absences it is impossible to state date at present.

MUSIC DEPARTMENT — Opera: "The Gondoliers" presented by the High School, Thursday, March 16th, at 2:30 P.M.; Friday and Saturday, March 17th and 18th, at 8:30 P.M.

SPRING VACATION — School closes Thursday, March 23rd, and opens Tuesday, April 4th.

FROM THE FACULTY — As is customary during the winter months, many representatives from the women's colleges are visiting us, from time to time. It is of particular interest to junior and senior girls to meet the various deans or registrars — or even an occasional president. We are glad to have parents come to meet these various college officials whenever they care to. The guests usually have luncheon at the school between 12:30 and 1:00 o'clock and are then free at the students' lunch period, between 1:00 and 1:45, to see students or parents, whom they meet in the Parents' Art Room in Knollslea. We expect the following guests in the near future:

Mrs. Louise Fauteaux, of Colorado College, Colorado Springs, on Monday, February 27; Mrs. Ruth Crawford, of Smith College, on Thursday, March 2, and Mrs. Elizabeth Purcell, of the Stuart School, a Junior College in Boston, on Friday, March 3.

(Continued on page four)

"THE GONDOLIERS"

During the month of March the annual Gilbert and Sullivan opera will be presented by the Music Department in the Auditorium. The custom of presenting an opera at this time was established early in the history of the school and has been observed, with the exception of one year, ever since.

Although the Music Department is primarily responsible, the production would be impossible without the cooperation of the Art, Shop, Physical Education and Drama Departments — a cooperation which enables us to include, in some way, almost every student in the High School. The size of the stage makes it necessary to limit the number actually singing in the opera to about ninety-five, including the principals, of which there are two casts. For this reason no ninth grade girls and only those ninth grade boys who sing tenor are included. However, the ninth grade girls have a course in make-up and are most useful in making up the members of the chorus.

The scenery designed by students is built and painted by students under the guidance of the Art and Shop Departments. The costumes, designed by Miss Bacon, are made by a committee of devoted mothers who expend hours of skill and patience on the task. The financial arrangements are the responsibility of a student manager who usually has one or more assistants in charge of ticket sales. The stage manager, also a student, has a crew of eight or ten under his direction as well as a property man and two call boys.

Up to and including the school's second production of "The Gondoliers," in 1933, it was customary to engage a small orchestra of professional musicians from Chicago. In 1934 with the production of "The Pirates of Penzance" a new policy was adopted, and since then the orchestra has consisted of members of the school orchestra, several professional musicians, most of whom teach at school, members of the faculty and, occasionally, school parents. Student instrumentalists are given the opportunity to play with the support of an experienced musician; they have the experience of playing in a type of performance in which emergencies may, and frequently do, occur. On more than one occasion the orchestra has had to skip several measures to overtake a nervous soloist who had come in too soon. And the ensemble has benefited from the increased number of rehearsals with the orchestra.

This year the orchestra will include, besides the student members, Mr. Swigart, who will act as concert master; Miss Swigart, who will again head the cello section; Mr. Delander, who has played the flute with us for several years; Mr. Nathaniel French, another flautist; and Miss Hancock, who will as usual preside over the percussion instruments.

There will be a matinee of "The Gondoliers" on Thursday, March 16th, at 2:30 P.M. Evening performances on Friday and Saturday, the 17th and 18th, are at 8:30 P.M. The same cast of principals will appear on Thursday and Saturday; the other cast will appear on Friday.

Parents and friends of the performers are requested to leave the gymnasium half an hour before curtain time, and are also requested not to visit backstage during the intermission.

Ramsay Duff

(*Continued from page three*)

It is advisable for all junior girls who expect to enter one of the large, four-year, eastern colleges to be registered in the college of their choice before April 1st in order to make arrangements for the Scholastic Aptitude Test and other tests to be taken next June for these colleges.

Mr. Smith and I are glad to give any suggestions we can in helping to choose a college or in making arrangements about the June examinations.

Julia B. Childs

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

APRIL, 1939

"To thine own self be true"

The most engrossing topic of the past month at the school has been the concern of the faculty and older group of students with the question of the ethical code which exists among modern young people.

In these days of stark realism, of facing facts squarely, is it possible that we adults have allowed ideals to seem so visionary and impractical that we have unwittingly given our youngsters the impression that we do not care about such things? There is considerable evidence to that effect.

In my discussion groups in the High School classes, we have been talking over these matters for several weeks. The boys and girls have spoken out frankly and vehemently regarding their convictions. There seem to be, in general, two schools of thought; one, that of course everyone is as honorable as possible in every day affairs but, in a tight corner, "it is only natural" to get out as best one can even if it involves stretching facts beyond the point of accuracy; and second, that real gentlemen or ladies scorn dishonesty even in difficult circumstances. Unfortunately, this latter group appears to be small. It became even smaller when considering more complex situations where loyalties might conflict, such as the matter of being loyal to one's code of honor even if it meant risking the displeasure of one's friends. There seems to be an astonishingly small number of young people who realize the importance of a reputation for absolute integrity and of "avoiding not only evil but the semblance of evil" if the civilized world is to carry on, or who understand that "a man's word is as good as his bond" is not only a Sunday School motto but also a business necessity if our social fabric is to hold together. Young people say that "naturally" one looks out for one's friends first or that it would never do to take a stand that might make one unpopular.

I wonder if teachers and parents may not have been taking too much for granted. May we perhaps have relinquished the responsibility for the direct teaching of ethics to our children? We sometimes assume that codes of behavior are either inherited through the blood or absorbed from the home atmosphere through the skin. I doubt if either of these assumptions is valid. It seems to me, rather, that such codes must be built anew in each individual; that precept, explanation, example, and above all practice are necessary for this; that neither teachers, parents, nor children are exempt from the obligation to do this; that together we can build an environment where only the highest standards of personal ethics will thrive, and so build a code for the school which will be a source of self-respect, service and satisfaction to every one of its members and which will endure throughout his life. In days of apparent international lack of honor, personal integrity is more important than ever before.

Perry Dunlap Smith

PARENTS' ASSOCIATION ANNOUNCEMENTS

OPEN HOUSE — Friday evening — April 14th — 8:30 O'clock

Will all parents check the date on their calendars?

Dr. Bayard Dodge, president of the Near East Colleges, Beirut, Syria, will be the guest of North Shore Country Day School on the occasion of our annual open house. Parents and their friends may have this opportunity to hear Dr. Dodge tell of his work in the Near East and to see the interesting motion pictures which will accompany his talk. How rare an opportunity this is may best be understood by reading the article about Bayard Dodge which appeared in the February issue of The Reader's Digest under the title "Man of the Near East Renaissance." To quote a short part of that article, "Bayard Dodge is by long odds the most respected foreigner in all the Near East. The influence of this modest, self-effacing New Yorker is enormous. The League of Nations, British and French administrators, the rulers of half a dozen nations call upon him and his staff for advice and assistance."

Following the lecture which will be held in the Auditorium, there will be a social hour in Walling Hall where guests may meet the parents and faculty of the school.

Grade Meetings (Announced under Grade Plans)

Committees

Costume

Help, help, from April 17th to April 21st when finishing touches must be given to the costumes which are now ready for dress rehearsal of "The Gondoliers." The Costume Committee will welcome a vast throng of sewing mothers between the above-mentioned dates.

GRADE PLANS FOR APRIL

Kindergarten — The kindergarten children have collected 40c for a trip to the grocery store which is to occur early in April. They plan to buy apples and sugar and to try their hands at the making of apple sauce.

Second Grade — Parents from the second and third grades will meet together on May 2nd, at 8:00 P.M., at the home of Mr. and Mrs. Denison B. Hull. Mr. Smith will speak at this meeting.

Third Grade — See above announcement.

The mid-winter meeting of parents, which was postponed, will be held on Tuesday, April 11th, at the home of Mr. and Mrs. Hull, at 8 o'clock. Miss Griffin will discuss the curriculum for the year. The children are making trips to the railroad tracks to watch the progress being made in the work of grade separation. Soon the third grade will begin work on a track depression project which it plans to undertake on the work table in the classroom. First, however, it is necessary to make a careful study of Winnetka's engineering problem.

Fourth Grade — On Wednesday, April 5th, the children will give a Morning Exercise called "Bees and Blossoms." They will show curtains which have been made as an art expression correlated with their study of honey bees. On the auditorium stage the children will describe the creation of the design and demonstrate the steps in making the stencils for the spatter-process which they used.

Fifth Grade — The parents will meet with Miss Harvey sometime during April.

Sixth Grade — An operetta, "The Travelling Musicians," will be given the second week in April.

DEPARTMENT PLANS FOR APRIL

Music Department

The production of "The Gondoliers," which was postponed because of the flu epidemic, will be given on Friday and Saturday evenings, April 21st and 22nd, with a matinee on Thursday, April 20th, at 2:30. The evening performances will start at 8:30.

Physical Education

The phase of physical education concerned with posture and body mechanics is of the greatest importance, and the following outline is submitted in response to questions often asked by parents:

What is the school doing to improve posture?

Regular physical and medical examinations of all students are made in September and January of each year. Results of the examinations are sent to parents and are also checked in this department. Whenever special work is found advisable, the boy or girl is given an opportunity to join a special corrective class held three times each week. It is believed that the desire to improve posture should come from the individual needing the special work and, for this reason, invitation to join the corrective class is presented as an opportunity rather than as a requirement.

What is the procedure in the class?

At the first meeting correct standing and sitting positions are discussed and demonstrated, and each individual is told what should be corrected. Emphasis is placed on the thought that all the corrective exercises in the world will do no good unless the members of the class try to improve their posture outside of class as well as during the exercises. These exercises are conducted under individual supervision.

What is the attitude of the group taking the exercises?

This question is best answered by the fact that the attendance, which is entirely voluntary, has been practically 100%. The classes are held immediately before or after lunch when the students are free, and the interest has been such that a number of students have asked to become members, even though they did not need the work.

Do we feel that we are getting results?

Very much so. In the last issue of the Purple and White there were two articles on the subject, indicating an interest in corrective physical work, not only by members of the class, but on the part of the whole school. Results are sure to follow this widespread interest of the students.

How may parents aid in this work?

First, don't nag. All the nagging in the world will not correct posture. Results will follow the student's inner desire for improvement coupled with his own determination to achieve it outside the class as well as inside. Second, consult the physical education directors. They will be glad to talk with any parent who desires to discuss the question.

Jack C. Anderson

MORNING EXERCISES (Daily at 10:55 A.M.)

The programs offered are the only ones definitely planned at this time. Parents wishing information in regard to any day not listed should phone the office a few days in advance of visiting.

April 5 — "Bees and Blossoms" presented by the Fourth Grade.
April 6 — "The Grade Separation Project" discussed by Mr. H. L. Woolhiser.
April 7 — "Movies of Past North Shore Operas" by Mr. Duff.
April 14 — A concert by Mr. Dushkin's group.

REPORT ON THE SKATING RINK

On Tuesday, November 29, 1938, at the request of a number of the parents, the Grade Chairmen met with Mrs. Wilcox, secretary of the Parents' Association, Mr. Smith, Mr. French, and Mr. Wells to discuss the feasibility of building and maintaining a skating rink at the school. The idea was received with unanimous enthusiasm and methods of financing the project were discussed. Each Grade Chairman agreed to telephone the parents in his room in order to discover how general might be the enthusiasm for such an undertaking. One hundred and eighty-nine parents expressed their approval and their willingness to assume the expense of a rink.

The task of collecting the money was turned over to a group of Eighth Grade students as a project. This was not the most efficient way to collect the money, but it did offer a natural educational situation which was of definite value to the children.

With the generous cooperation of Mr. Frederick Copeland, a fire hose, shovels, and scrapers were purchased. Two men were hired to do the night flooding and on December 11th the weather turned cold enough to make the first ice. Due to inconsiderate thaws, the blizzard, and a flu epidemic, the winter offered less frequent skating than might be expected in a more normal year. A similar situation was reported by the Winnetka public rinks whose records show this to have been the poorest winter for skating in thirteen years. In spite of these difficulties it is believed that the effort had beneficial results. The project provided an integrating force in the school as children of all ages worked side by side in maintaining the rink. Their assistance was of genuine value in reducing labor costs and the knowledge that they were of service developed within them a sense of gratification and of pride in achievement.

A complete financial report will be presented in the May issue of "Notes." At the present time a few uncollected pledges and an outstanding water bill prevent the report from being complete. However, the cash balance on hand will probably be close to one hundred dollars.

Nat French
Dan Wells

WELLESLEY COLLEGE REPORTS ON AN ALUMNA

"It gives us great pleasure to inform you that Mary F. Randall, a graduate of your school, has been elected to Phi Beta Kappa at Wellesley College. . . . During her four years at Wellesley Miss Randall has maintained high scholastic standing, and has also been active in extra-curricular affairs. . . . We feel sure that the academic training which Miss Randall received at your school is very evident in the light of her scholastic record at Wellesley."

PARENTS' ASSOCIATION DUES were raised to two dollars this year because of the cost of printing this monthly bulletin.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

MAY, 1939

A Seventh Principal from North Shore

It would almost seem that we were coming to be regarded as a highly successful training school for principals. This month again a representative of the Board of Directors of a well-known school appeared in my office asking advice in the search for a new Head and armed with a list of three of our best teachers whom they considered good possibilities for this responsible position.

The Faculty of the North Shore Country Day School has already produced, during the last decade, six Heads of successful schools. This would seem to be enough lives to give to one's country. But the compliment implied is a great one, so we must continue to close up ranks, as each one goes on to greater responsibilities and honors, and strive to wax strong in spirit and ability as we in turn fill in the gaps with teachers we have trained.

The six members of our staff who have left to assume the responsibilities of principalships are: Mr. Howard Jones, who was Head of our Science Department, now Headmaster of the Pembroke Country Day School in Kansas City; Mr. Edward Lund, who was in charge of our Mathematics Department, now Headmaster of the Providence Country Day School at Providence, R.I.; Mr. Kenneth T. Price, who was Director of our Science Department, now Head of the Francis Parker School of Pasadena, Cal.; Mrs. Marion Wilberforce Stoughton, who was Head of our Modern Language Department, now Headmistress of the Montrose School for Girls, at Montrose, Pa.; Mr. Nine Wilder, who was in charge of our Middle School, is now Principal of the Ballard Memorial School of Louisville, Ky.; and Mr. E. Trudean Thomas, who was Head of our Science Department, is now Headmaster of the Shady Side Academy of Pittsburgh, Pa.

To this group will now be added Mrs. Ellen Carswell Green, who has been Head of the Ninth Grade girls' room and teacher of Latin and History for the past seven years at our School. She has accepted the position of Principal of the Sunset Hill School in Kansas City, Mo., and will thus raise our record to *seven* members of our faculty who have been made principals of well-known schools. It will be hard to fill her place next fall, and we shall miss her sorely, but all her many friends rejoice in the new honor that has come to her, and to us through her, and wish her every success in her new responsibilities.

Another old friend whom we shall miss deeply and who has accepted a new post of honor is Mrs. Leslie Page, who has just become Assistant to the Director of the Research Foundation of the Armour Institute of Technology. This unusual opportunity is one that could not wait, so Mrs. Page is turning over her duties as Executive Secretary of the School at once and will assume the

responsibility of coordinating the work of Armour's Institute of Human Relations, Vocational Bureau, Placement Bureau, and Alumni Associations. This would seem to be a large order, but for Mrs. Page, it ought to be easy after keeping straight the absence and tardy excuses in our High School; not to mention schedules, opera tickets, lunchroom and store accounts, and college entrance records. It will seem strange not to have Mrs. Page in the office after ten years, during which we have all constantly relied on her cheerful and helpful presence, but it is good to know that she won't be far away and has promised to drop in on us often. All her host of friends, faculty, parents and pupils, join in best wishes for her future.

It was a great stroke of luck to have been able to persuade one of the most interested and hard-working members of our Parents' Association to take over the post of Executive Secretary thus vacated. This is none other than the energetic Secretary of the Association, Mrs. Byers Wilcox, whose efficiency is well known to almost every member of the School through her work, among other things, as Chairman of the Graduate Teachers College Benefit Lectures during the last two years. Mrs. Wilcox has been generous enough to change many of her other plans and to assume these new responsibilities at once, for which we are all deeply grateful to her.

It is hard to say goodbye to old friends and co-workers, but it is consoling to know that they are spreading the gospel, as it were, from Rhode Island to California, and that it is because their good work among us has been recognized that these new opportunities are offered to them. We are honored in our apparent loss.

Perry Dunlap Smith

PLEASE NOTE — NEXT YEAR'S SPRING VACATION

In 1938 when the Spring Vacation closed there were eight Lower School pupils still away and six High School pupils. The vacation had been lengthened two days so as to give everyone a chance to be back on time after the weekend. This year, 1939, with the same length vacation, there were only six Lower School pupils away after the holiday, but there were *twenty-two* from the Upper School; an increase of over 250%. This would seem to put an unfair burden not only on the teachers but also on the pupils who do return on time. All work in preparation for the college examinations which follow so soon in the spring is retarded. It is to be hoped that the parents will realize how serious a handicap this may be and take steps to avoid this danger next spring.

MAY DAY — Friday, May 19th, at 10:30 A.M.

Dancing on the green
Picnic Lunch about 12:30
Further details to follow in a special bulletin.

LOST AND FOUND

During the Middle School Christmas Toy Shop, a gold thimble was left by some Mother helping in the doll section. It is still being held, so please notify the office if you know of the owner.

DEPARTMENT PLANS FOR MAY

Mathematics Department

The School will entertain the Mathematics Sections of the Pri-

vate Schools Association of the Central States on Saturday, May 6th. Mathematics Teachers from Private Schools throughout the Middle West are expected for the forenoon and afternoon conference meetings. Mr. Taylor of our Mathematics Department has been chairman of this group for the past year.

COSTUME COMMITTEE

Mrs. Edgar Konsberg in charge of the Costume Department wishes to thank all the Mothers who generously cooperated and gave so much of their time during the preparation of the opera.

PHYSICAL EDUCATION

Varsity Baseball Schedule:

Wednesday,	May 3rd,	Latin	Here	3:30	P.M.
Saturday,	May 6th,	Milwaukee	Here	2:00	P.M.
Wednesday,	May 10th,	Univ. High	There	3:30	P.M.
Friday,	May 12th,	Lake Forest	Here	3:00	P.M.
Wednesday,	May 17th,	Lake Forest	There	3:00	P.M.
Friday,	May 19th,	Latin	There	3:30	P.M.
Wednesday,	May 24th,	Univ. High	Here	3:30	P.M.
Saturday,	May 27th,	Milwaukee	There	2:00	P.M.

GRADE PLANS FOR MAY

Kindergarten — Weather permitting the Kindergarten will take a series of trips in May. They are planning to visit the florist, a farm and the fire station. Mrs. Robinson is making plans to spend the summer in Colorado as Head Counselor of the Rio Blanco Ranch Camp, a co-educational camp for children aged 10 to 15.

Second and Third Grades — On May 2nd, a combined meeting will be held at the home of Mr. and Mrs. Denison B. Hull, Winnetka, at 8:00 P.M. Mr. Smith will speak on "Legitimate College Concerns."

Fifth Grade — The Operetta "Rumpelstiltzkin," by Berta Elsmith, will be given by the Fifth Grade on May Day, May 19th. If the weather permits, there will also be a picnic during May.

Seventh Grade — The Middle School Store has been managed by the Seventh Grade, and since February 22nd, the Mathematics classes have handled $98.41 worth of materials. Of this they have sold $72.24. Since spring vacation, the classes have studied the period of exploration and discovery, and each child has collected his papers on the subject in a booklet. These are on display in their room.

Eighth Grade — In connection with their work in Science and Social Studies, and in preparation for the movie, "The River," the Students are planning trips to the C.C.C. reclamation project in the Skokie Valley. Work is being resumed on the landscaping job between Eliot and the Gymnasium, and the Zoological mural is nearing completion. Since the beginning of the year there has been much interest in newspaper work, and in the associated topics of advertising and popaganda; the children have been making their own newspapers, and now several groups are at work on advertising and propaganda

campaigns with definite objects in view. In the Social Studies classroom there is an exhibit of newspapers showing how differently the same news is handled by various political interests.

Tenth Grade — A meeting of the Tenth Grade Parents will be held May 1st, at the home of Mr. and Mrs. J. William Macy, 966 Private Road, Winnetka. Mr. Corkran and Mrs. Childs will speak. The answers to the class questionnaire, which was sent to the Parents, will also be discussed.

Eleventh Grade — Plans are being made for an Industrial Field Trip to La Salle, Illinois, on May 12th and 13th. The group of students who go will be taken through several plants which represent entirely different types of industry and are outstanding in their fields. Among these will be the Westclox, a cement plant, and we hope a coal mine.

Twelfth Grade — An important meeting of students, parents and the faculty will be held on Sunday evening, May 7th, at 6:00 o'clock, at the home of Mr. and Mrs. Walter T. Fisher. Mr. Richard Gummere, formerly Headmaster of William Penn Charter School and now Dean of Admissions at Harvard University, will lead a discussion on "Present Day Adjustments in the Freshman Year of College." This very informal type of meeting has been an annual affair, and has proven very valuable in the past in the senior class. We are fortunate in having Mr. Gummere speak to us, so we hope you will come and bring many questions, which he will be happy to answer.

FINANCIAL REPORT OF THE SKATING RINK

Assets:

Promised in donations	$378.00	
Outstanding pledges	18.00	
Total cash received to date		$360.00

Capital Expenses:

Hose and fittings	$59.23		
Second-hand flood light	23.35		
Scrapers and shovels	9.28		
Total		$91.86	

Operating Expenses:

Labor	$105.00		
Water	32.50		
Postage and Paper	3.80		
Sand	3.09		
Total		$144.39	236.25
Cash Balance			$123.75

This balance will remain in the skating rink fund.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

JUNE, 1939

Each year at this time I find myself most grateful for the Parents Association and particularly for the generous, understanding, and patient work that has been done by so many of its members throughout the school year.

It never seems possible that we can again find a group of people who will be as helpful and wise and unselfish as the leaders of each succeeding year have proved themselves to be. Each year it seems as if we had been particularly lucky in the people that have come forward to take the responsibility of directing the various committees and grade groups, and that we have no right to expect that we can ever be so lucky again. But each year our luck seems to hold — not always in all departments, of course, for the various committees have their ups and downs, but so often, that I do not believe it can altogether be luck. I believe the factor that contributes most to this result is the tradition that seems to prevail throughout the Parents Association of insisting on merit as the determining element for continued membership on any committee. It would be easy to allow other less worthy considerations to creep in. As I visit other parts of the country, I find that they prevail more often than not — but the parents here seem to be more rational and realistic about the matter and cling to the determination really to deserve whatever post they undertake.

It is what has made our Association such an essential part of the School. If the Parents Association were not the responsible and efficient organization that it is, it would be impossible to conduct the School on its present basis. This from the physical side alone.

But from the point of view of morale and tone, the Association is of infinitely greater value. Think what it means to a pupil to see such tangible evidence of his parents' vital interest in his education and growth, and of sharing with him a feeling of both belonging to the same institution and striving together for its welfare. Above all, a feeling that not the child alone but the parents also is a learner and has a share in effecting the success of common concern.

May I take this opportunity to thank all those who have contributed so freely of time and interest to this work in the past year. It is one of the most delightful and inspiring advantages of my position as Headmaster to have the opportunity of working in this mutual cause with so many able, considerate, and unselfish people. My work is lightened and broadened by this experience. I am deeply grateful to all the Parents for the work they have done.

Perry Dunlap Smith

GRADE PLANS FOR JUNE

First Grade — There will be a final picnic for the children and parents some evening the first week in June. Further details will be given later.

Second Grade — An evening picnic on Friday, June 2nd. Place and exact hour to be given later.

The children are enjoying the new screen and electric clock which were given to them by the parents. Mrs. Nelson and Mrs. Clore painted the screen to correspond with the color scheme of their room.

Third Grade — The annual picnic supper will be held at the school on Tuesday, June 6th. The children are very anxious to show the parents the work they have done on the grade separation project.

Fourth Grade — There will be a picnic for the parents and children at Mr. and Mrs. Robert Redfield's farm in Glenview, on Tuesday, June 6th, at 6 o'clock. Cards will be sent giving full details.

Sixth Grade — On Wednesday, June 7th, the grade will present its own interpretation in dramatic form of "Marco Polo." The play will be a part of the program for the Lower School Commencement.

Seventh Grade — The social studies classes are studying American transportation. Each student has a notebook on the history of transportation, which includes: illustrations of vehicles, a list of passages in literature describing travel in other eras; a detailed study of the development of a particular means of transportation — the auto, stage coach; a series of short papers on periods in American History — the Mississippi steamboat and the covered wagon.

The Seventh grade boys have arranged and played a baseball game with some outside team about every two weeks since the season began. Their opponents have included, the Skokie Comets, Wilmette Public School, and Glencoe Public School.

A supper picnic planned by the class and inviting the parents will be held at Skokie Playfield, on Friday, June 2nd.

Eighth Grade — The grade picnic will be held June 7th, at the S. S. Gregorys' Voltz Road, Northfield Township.

Ninth Grade — At 1 o'clock on Sunday, June 4th, the parents and children will drive to the Herbert Mayers' farm in Palatine for their annual picnic.

Tenth Grade — Plans are being made for a picnic to be held the early part of June. The date to be announced later.

Eleventh Grade — The final class picnic will be held Friday evening, June 2nd, when students, parents and faculty will meet on the Landon Hoyt lawn, 515 Sheridan Road, Winnetka, at 6 o'clock, with their box supper. The boys and girls will swim before supper in the New Trier swimming pool from four until five o'clock.

Twelfth Grade — The Seniors and Parents will go to Stronghold for their picnic, Sunday, June 11th. Directions of the route to follow will be mailed later.

Mrs. Boyd, Mrs. Hardy and Mrs. Schwarz are giving a tea for the High School Faculty, Parents and Seniors, Thursday afternoon, June 8th, from four until six o'clock, at the home of Mrs. Schwarz,

215 Orchard Lane, Highland Park.
The Senior luncheon will be June 7th, 1 o'clock.

HONOR GIVEN TO OUR HEADMASTER AND SCHOOL

On Monday, June 12th, the degree of Doctor of Letters will be conferred upon Mr. Smith by the Colgate University of Hamilton, New York. Mr. Smith will leave Winnetka, Saturday, June 10th, at 10:15 P.M., arriving in Hamilton Sunday at 12:55 noon. He will return home immediately after the ceremony — arriving here Tuesday morning, June 13th.

DEPARTMENT PLANS FOR JUNE

Music Department — Programme for Commencement

Processional — March by Gluck

High School and Orchestra:

"Gloria from the Twelfth Mass" by Mozart
"Cherubie Hymn" by Bortniansky
"Hallelujah Chorus" by Handel

Girls' Chorus:

"Bless the Lord, — O, My Soul" by Ippolitov-Ivanov

Physical Education

Alumni Baseball game will be held Saturday, June 3rd, at 2 P.M.

Costume Committee

We wish to thank the Mothers who so generously gave their help during the past year in the costume department, and wish also to remind other Mothers again that it is not necessary to know how to sew in order to be of assistance. We can use everyone in some way. Some of us can at least stick in a pin here and there. So next fall do come and help. It is loads of fun to work with the children, and they enjoy having you.

Office Committee

The music rooms in Leicester Hall are badly in need of curtains and pictures. Parents wishing to dispose of curtains which are usable, and also pictures, please phone Mrs. Paul Starr, Winnetka 2307.

IMPORTANT

Examination dates to remember

Senior final examinations, June 5th and June 6th.

Final examinations for Freshmen, Sophomores and Juniors, June 12th, 13th and 14th.

Scholastic Aptitude Test, Saturday, June 17th, at 9:30 A.M., to last 3 hours.

College Boards — From Monday, June 19th, to Saturday, June 24th, inclusive.

Commencement

Lower School, June 7th

High School, June 9th

All are welcome to the stunts given immediately after the Senior Luncheon, at 2:00 o'clock, Wednesday, June 7th, in the Auditorium.

The Junior Prom will be held in the Boys' Gymnasium, for the Sophomores, Juniors, Seniors and Faculty, Friday, June 9th, from 9:30 until 1 o'clock.

NEXT FALL, School opens, Monday, September 18th.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II OCTOBER, 1939 Number 10

The School began its twenty-first year with the Assembly on Monday last, It seemed hard to realize that twenty years had passed since our first meeting in 1919. The years have slipped by, each marked with its progress and its growth until, imperceptibly, we have arrived at a point where we seem to take our permanence for granted.

While it is gratifying to have achieved some success in these years, there is always danger in taking its continuance for granted. The School has indeed won a gratifying reputation for itself, but only through the continued and unselfish devotion to its ideals of not only the determined group of Parents who founded it, but also of the Teachers, Pupils and Parents who have followed them as members of the School family.

If we have achieved any distinction, it is in the remarkable devotion of the Parents to the welfare of the School and their willingness to serve it not as a duty but as an opportunity to share with their children in creating an atmosphere in which we can all live and learn and grow strong together in mind, body, and spirit.

Should this interest relax, or that of either of the groups — the Faculty or the Students — the School would quickly lose its most precious and most distinctive quality.

We came into being twenty years ago, because of a faith in the value of the individual and the sacredness of the personality of the child, and a hope that we might help to prove that the spirit of cooperation was stronger and more satisfying in human beings than the desire to compete with and get ahead of one's fellows; that unselfishness and consideration for the other fellow's rights was a better and safer spirit to foster in that world just emerging from the War than the desire for power and possessions.

The School has tried to make itself a community where these attributes could be put into practice, not only by pupils but by all its members. It has not always succeeded in its aims, but it has never ceased to strive for them. Surely today, as we enter into another great struggle of mankind to rise above pagan and primitive instincts, such ideals are needed more than ever before.

It is good to have an opportunity to work together again in such a crucial time, and to find the School facing its grave problems with such quiet determination and courage as was sensed when we met together for the first Assembly of the year.

Perry Dunlap Smith

PARENTS' ASSOCIATION ANNOUNCEMENTS

General Meeting

The first General Meeting of the year of all the parents of the North Shore Country Day School, will be held on *Monday, October 23rd, at 8:00 P.M.* The parents will please go directly to *their child's room.* Kindergarten through the sixth grade in Walling Hall, seventh and eighth in Eliot and ninth through twelfth in Dunlap. The faculty will be there to meet the parents. Immediately after the room meetings all

parents are invited to gather in the Auditorium where Perry Dunlap Smith will extend a special greeting to new parents and give a talk on "Our Children and the War." The chairmen of the various committees will also give a short résumé of their work and aims. A social period in Walling Hall will follow. These informal visits after the meetings are always enjoyable, so it is hoped all the parents will remain for refreshments.

GRADE PLANS AND MEETINGS FOR OCTOBER

At this time the definite dates of meetings and plans of all the grades are not known, but it is understood most of the grades will have had their first individual meeting before the Parents' General Meeting on October 23rd.

Fourth Grade — The children were delighted when they returned to school and found that their colony of bees had produced one hundred ninety pounds of honey during the summer. Now they are studying the life and work of honey bees and are taking orders for delicious comb honey.

The parents of the fourth grade have had their first meeting at the home of Mr. and Mrs. Pabst, on Tuesday, September 26th. An open discussion concerning the program for the fourth grade for the coming year proved most interesting. In former years the program has been formulated before the meeting.

Tenth Grade — Parents will meet on October 4th, the place to be announced later. Mrs. Childs and Mr. Smith will discuss "College Entrance Requirements."

DEPARTMENT PLANS FOR OCTOBER

Music Department

Information for Parents — The Music Department announces that the following teachers will be available for private lessons at the school:

Pauline Manchester — Piano
Elizabeth Hancock — Piano
Ramsay Duff — Piano
George Swigart — Violin and Viola
Esbelle Swigart — Violincello
Raymond Kraft — Wind Instruments

Any further information may be had from Mr. Duff.

Varsity Football Schedule:

October 7th, 10:00 A.M., Todd (there)
October 14th, 10:00 A.M., Harvard (there)
October 21st, 10:00 A.M., Wheaton (here)
October 28th, 2:00 P.M., Milwaukee (here)
November 4th, 10:00 A.M., Parker (here)
November 11th, 2:00 P.M., Latin (there)

Hockey:

The Girls will have games with Latin School for Girls, Roycemore, Kemper Hall, in Kenosha, and Milwaukee Downer Seminary. The exact dates will be announced later. They will also have hockey play days with New Trier, Evanston and Francis Parker.

MORNING EXERCISES

On October 31st, at morning exercises, time 10:55, the Second and Ninth Grade Girls will present a play, "The Sentimental Scarecrow," to observe Hallowe'en. Parents are always welcome at the morning exercises,

and it is hoped they will attend often. When wishing exact information in regard to the programs, please telephone the office.

EXAMINATIONS:

The First Term Examinations will be October 30, 31, and November 1.

COMMITTEES

Art Library

The entire collection of reproductions of paintings, including about fifty examples of the work of living American artists, is available for use by the Faculty and Students. Pictures to be hung on the classroom walls or to be used in connection with the study of various subjects will gladly be loaned by Miss Bacon or any member of the Art Committee. Mrs. Charles Kostbade, Chairman, Winnetka 2173.

Costume

At the beginning of the year there are always new Parents who are interested in the various activities of the School. One of the most interesting, is the "Costume Room," on the third floor of Knollslea, and we hope new Parents will come to see it any time at their convenience. If you are interested and would like to help, kindly telephone Mrs. Edgar Konsberg, Winnetka 926.

Faculty Teas

Mrs. Fletcher Marsh will take charge of the Faculty Teas — the first one to be Monday, November 6th. The Grades to act as hostesses that day will be announced later.

Mrs. Hamilton Daughaday will be chairman of the committee responsible for all other teas, suppers and sociables before or after the various meetings at School.

House Committee

A new School committee has been formed to be known as the "House Committee." Mothers will work with the Faculty and Students to care for and improve the appearance of the School. Mrs. John Coolidge will serve as chairman and will be very glad to hear from any Mother who is interested in serving on this committee. Please telephone Mrs. Coolidge, Winnetka 361.

A MESSAGE FROM THE MIDDLE SCHOOL FACULTY

By the time "Notes" goes to press the Faculty will have exchanged greetings with most of the Parents in those cheerful colloquies where both persons open their mouths at the same time to say, "Did you have a nice summer?" Not to discourage further inquiries, but lest anybody should be missed, we did. More ebullient than ever, if possible, Mrs. Foster returns from rest and study in Wisconsin; Mr. French, who has bought a station wagon for Oma, the Great Dane, and moved to Winnetka, has been organizing the activities of young people at his camp in Maine, winding up with a long ocean cruise and incidentally a visit to the New York World's Fair. Mr. White spent the first part of his vacation helping in the direction of Secondary School Workshops at the Universities of Chicago and Denver and the College of Education at Greeley, Colorado, where he has been especially interested in the encouragement of activity programs and the use of regional resources in teaching; thereafter he shared (and slowed up) the adobe building and roadmaking activities at Dan Wells' ranch in New Mexico. This, by the way, is a unique experiment in summer camps; Dan's rough-riding students doing everything from stock-raising and logging to census-taking and aiding in the economic development of a Mexican community. We are lucky to have Dan with us again this year in the athletic department. We miss our old friend Edwin Cerny in the studio, and it is good to know that he is making a speedy and sound recovery from his

illness. Miss Bacon in the Eighth Grade, and Mrs. Brcin in the Seventh, are planning fine art programs for their classes. We are happy to have Mrs. Simmons' capable assistance in the French class during Mme Hosier's leave of absence in Paris.

We should also extend a warm welcome to new parents, and ask them to come and visit us soon and often. In the meantime, some description of the Middle School program and philosophy is perhaps not out of place. The Faculty gives daily attention to what are generally regarded as fundamentals — reading, handwriting, spelling, speech, the elements of grammar, composition, and arithmetic skills. We believe that varied and purposeful activity of body as well as mind are needed to keep both in trim, as well as to afford constant practice in what we have called fundamentals — in situations in which they are functional. For these fundamentals are like builders' tools; they are necessary and meaningful only in relation to the architect's plan and the contractor's materials, that is, to the life purposes and projects for which we must use them. So it is the endeavor of the seventh and eighth grade teachers to provide a wealth of opportunities for activity suitable to eleven- and fourteen-year-olds of a kind that makes sense to them — things they will want to do, and therefore do better, because they see the reason why and approve of it.

R. L. White

THE LOWER SCHOOL A FAMILY

The pleasant task of getting acquainted and re-acquainted has occupied the attention of children and teachers in these opening days of school.

The organization of children by grades is inherited by practically every school; few schools have circumvented this inheritance. It remains, then, for those schools interested to provide as many situations as possible where children of various ages can get together. The children see this as an opportunity to enjoy the companionship of larger groups of near and extreme ages; the Faculty sees this as an opportunity to break down grade chauvinism and introduce conditions for child response to the needs of others.

The Music Department has been busy directing children from various grades in a group of Dramatized Ballads; simply presented via shadow screen.

Cross-section grade groups have gotten together to initiate a new plan for a more congenial lunch-room procedure. A few days ago the Dietitian met with volunteers from the grades to formulate the year's plans for serving and helping the First and Second Grades during lunch.

With new facilities for still and moving pictures in the Lower School Building, boys have enthusiastically offered to serve under the competent guidance of a faculty member as a "Projection Committee" to serve others.

The scheduled program reveals a daily period when all the grades can be out in the open together for at least a half-hour daily. This time in the day has been planned following several years' observance of the good that comes from mixed ages being together in a "neighborhood gang," supervised only to the extent of caution.

Costume storage for the Lower School has provided another opportunity for the children to serve in the capacity of a Costume Committee; meeting for directed work by the Art Department once a week, and giving service to the innumerable costumed presentations.

Lower School morning exercises promoted and directed by pupils; collection of absence slips every morning; older children visiting the rooms of younger children and reading to them, are but a few of the many other advantages of our "family life," and explain the reason for "Willingly to School."

Ronald J. Gleason

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II NOVEMBER, 1939 Number 11

BREAD RETURNING ON THE WATERS

The meeting at Atlantic City of the Progressive Educational Association, "Commission on the Relation of School and Colleges," which I attended last week, was most stimulating. This group (sometimes called the "Thirty Schools Experiments," or "The Eight Year Study") was started almost ten years ago by a small group of schools, of which we were one, in the hope that we could prove that students who were given a more enriched curriculum and freedom from competitive marks and the narrow restrictions of the traditional college entrance units would make better and more worthwhile records in college than the students who came from the more orthodox schools.

For ten years we had been sending students to college from North Shore prepared for life as well as for college. They had had "an abundant curriculum" and in addition had met the fifteen-unit and examination requirements. Some three or four other schools had been doing the same sort of thing. When our group therefore asked for the privilege of freedom to experiment with an even broader curriculum, we appealed on the basis of the record of our students then in college.

It was very gratifying to have such colleges for men as Harvard, Yale, Princeton, and Williams and such colleges for women as Bryn Mawr, Vassar, and Smith confirm our assertion that our students had done well, and on that basis grant our request. We were given a period of eight years in which to prove our point.

Two of the New York foundations, the Carnegie and the General Education Board, then undertook to finance "the Experiment" and made available to us a staff of experts who visited each college and secured data on the progress made by each one of our students. From these reports and statistics we are able to judge the worth of our work and the value of the experiment.

At first the statistics were not accurate and were badly muddled. The schools had not learned how to conduct classes in this new way, for only the original five or six of us had had any experience with this sort of teaching on the high school level. But after three years these difficulties have been greatly reduced so that the data on the third group of students we have sent up to college under this plan has been extremely thorough and searching. The statistician sent by the Rockefeller Foundation to check the validity of the data and the conclusions based on them, Doctor Rulon of Harvard, stated that he felt they were substantiated by the evidence presented at the meeting last week.

These conclusions were most gratifying to those who for years have been teaching in such schools as ours.

There were approximately five hundred and sixty students in this third group, i.e., the students who entered college from the Thirty Schools of our group two years ago. They are now in the sophomore classes in the various colleges. The Commission interviewed each student twice a year, interviewed his professors, and secured his records from the college office. Then they selected an equal number of students who entered college from the more orthodox

schools, matching them student for student as to intelligence, age, sex, and home environment, with the students from our schools. This gave statistics on about eleven hundred students.

A comparison between the two groups as to marks received in college showed the students from our group of schools not only averaging higher in the total grades, but actually averaging higher in *every single subject* than the students from the conservative schools. This difference was particularly marked in English, the Humanities, and the Physical Sciences.

Even more significant was the fact that, based on intelligence (or "scholastic aptitude") alone, the students from our type of school did far better than predicted, in twice as many cases as the students from the orthodox schools. Both President Park of Bryn Mawr and Dean Hawkes of Columbia, who were present at the conference, seemed to attribute this to the greater interest and enthusiasm which our students seem to bring with them to college, and which, as the Dean said, "they do not easily lose after entrance."

In non-academic pursuits there were also gratifying facts disclosed when the two groups of matched students were compared. The students from our type of schools were found to be "more frequent participants in a wider range of activities" than those from the conservative group. They had a more active interest in activities concerned with contemporary affairs. (This sort of thing was frequently disliked by the other group.) There was not a single area of organized campus activities in which the graduates of the more conservative type of school showed significantly more activity.

In informal activities and hobbies, our group showed more activity than the other in intellectual hobbies, creative and aesthetic experience, and in social pastimes. They seemed to have more "likes" and the other group more "dislikes." When it came to "problems" the group from our type of school had "considerably fewer problems in the areas of study methods and organization of time," a highly important item.

The report concluded that "the students in the S group (our type of schools) either make simply an easier adaptation to their new environment or have gone a step farther and have actually thought through and are acting in terms of their own values."

Such conclusions as these reported by a Commission of trained experts make a deep impression on the college presidents, deans, and representatives. They stated a willingness to accept the conclusions presented and a determination to alter their entrance criteria in consequence; in fact, both Harvard and Smith announced important changes at the meeting.

The School feels proud of the part it has had in this work and delighted at the recognition its graduates are receiving at college. The effect on the reception of its students who are now preparing to enter college cannot fail to be both marked and favorable.

PERRY DUNLAP SMITH

DEAR PARENTS:

We feel that you never see the "Purp" even though your children may subscribe for it. Therefore, we would be delighted to put you on our special mailing list, whereby you would receive the "Purp" weekly by mail. The subscription rate is $2.25. Please send your check with your name and address to the Circulation Editor, in care of the "The Purple and White," 310 Center St., Winnetka, Illinois.

Sincerely yours,

THE STAFF OF THE PURPLE AND WHITE

SCHEDULE OF MORNING EXERCISES FOR NOVEMBER

Morning exercises in the Auditorium, every day at 10:55 A.M., except Tuesdays, which are regularly set aside for town meetings. High School and Middle School have separate

meetings and Lower School have their exercise in Walling Hall.

Wednesday, November 1, Our Market Trip ..... 7th & 8th Grades
Thursday, November 2, Harvest Carnival ..... Senior Boys
Friday, November 3, French Impressionists ..... Senior Art Major Girls
Monday, November 6, Concert ..... Mr. Swigart & Mr. Duff
Wednesday, November 8, Mapping the United States .....7th & 8th Grades
Friday, November 10, A play ..... 9th Drama Major Class
Monday, November 13, Movie ..... Chicago School of Optometry
Wednesday, November 15, Concert ..... School Orchestra
Friday, November 17, A Night at an Inn ..... 8th Grade Boys
Wednesday, November 22, Thanksgiving Play ..... 7th Grade
Monday, November 27, Drive for Toy Shop ..... Seniors
Tuesday, November 28, Concert ..... Miss Swigart

COMMITTEES

FACULTY TEA. The first Faculty Tea will be on Monday, November 6th, from 3:30 to 5:30, in the Library Art Room. The hostesses will be:

Mrs. Abel Davis, third grade
Mrs. Stephen Gregory, Jr., sixth grade
Mrs. Walter Strong, ninth grade

COSTUME. A long mirror is needed in the costume room. If any parent discovering they have one will phone the office, someone will gladly pick it up.

DEPARTMENT PLANS FOR NOVEMBER

Music Department

Special morning exercises

Monday, November 6th, Beethoven's sixth Sonata for Violin and Piano, Mr. Swigart & Mr. Duff

Wednesday, November 15th, A concert of Music by Gluck & Purcell, Senior Orchestra

Tuesday, November 28th, A Cello recital by Miss Estelle Swigart

Athletic Department

Varsity Football:

November 4th, Francis Parker — Junior Varsity 9 a.m. (here)
Francis Parker — Varsity 10 a.m. (here)
November 11th, Chicago Latin — Varsity 2 p.m. (there)
November 11th, Middleweights — Lake Forest Winter Club, there at 10 a.m.

Hockey Games:

November 1st, North Shore Women's Team, here at 3:30 (practice game)
November 7th, Francis Parker School, here (Play day)
November 10th, Latin School here at 2:30, 7th & 8th teams Four High School teams
November 18th, Milwaukee Downer Seminary at Milwaukee, at 2 p.m.

GRADE PLANS AND MEETINGS FOR NOVEMBER

Kindergarten — Mothers are having a meeting on the afternoon of November 13th at the home of Mrs. Michael Blecker. The Chestnut Court Book Shop will have an exhibition of books and toys. Mrs. Robinson will speak briefly on "Christmas Gifts for Young Children."

Third Grade — Parents will meet at the home of Mrs. Ruth T. Pontius. Miss Griffin will give an outline of the children's program for the year.

Sixth Grade — Plans for a meeting in November are being made at which Mr. Gleason will discuss his plans for the grade.

Eighth Grade — At eight o'clock on Tuesday evening, November 7th, at the home of Mr. and Mrs. Wood Turner, the parents and faculty will meet.

EXCURSIONS AND ACTIVITIES OF THE MIDDLE SCHOOL

The seventh grade is studying the growth of the United States and the history of transportation. On November 8th, they will share a morning exercise with the eighth grade on map making, at which time they will show and explain the topographical maps which they are hammering out of sheet copper in the art and shop classes. In November both the grades will visit the Rosenwald Museum for the lecture and exhibit on handicrafts, and the Art Institute for one of a series of new tours arranged especially for children who are studying American Life. They have also been looking up their family trees for stories about their ancestors and the part they played in American history. The Mathematics classes have been managing the middle school store and have been planning the arrangement and decoration of a recreation room in Elliot Hall. The Eighth grade English classes have been working on wall-newspapers and investigating the workings of real newspapers. They will visit the Daily News and the Tribune plants this month. The Seventh grade will accompany them on one of these tours.

NOTICE TO PARENTS

When children are absent and home work is desired, parents should phone the office before noon. The assignments may then be picked up at the office after 3 o'clock. Several parents in the past have thought assignments were automatically made out, but this is not true — they must be requested by phone before noon.

NOVEMBER 17th — VAUDEVILLE — SOPHOMORE DANCE

From the Parents on the Sideline:

We are proud of our Varsity Football Team — the line is doing a fine job — the back field making beautiful plays with spectacular passes and plunges. It is a pleasure for us to watch you play and witness such fine cooperation, spirit and hard work. We wish you luck in the remaining games.

Harvest Carnival

On Thursday, November 2, from one to three-thirty o'clock in both gyms, there will be a Harvest Carnival, planned and arranged by eleven senior boys and girls. This Carnival is to take the place of the annual Vacation Fair given in the past each fall a month after School began for the purpose of showing to each other the things done during the summer together with our newest hobby. During recent years there has not been the enthusiasm for the Fair necessary to make it a success, so this year we are rejuvenating it, and all we need to make it a success is a large attendance. There will be many interesting exhibits assembled by various groups and several concessions managed by some of the more enterprising students. Ice cream and pop stands, weight guessers, dart-throwing game perfected by an ambitious Junior and the Fourth Grade's gigantic pet show are only a few of the many attractions. The Senior committee will control all concessions — allowing only those of a legitimate nature — and will regulate all prices so that younger students will not be allowed to spend a fortune. We hope to have a large attendance, so come and help to make the Carnival a success.

BOB WILCOX

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II DECEMBER, 1939 Number 12

The first quarter of the school year has been completed and we are well embarked upon the second. The same seriousness of purpose which was noted at the opening of the school year seems to be continued throughout the school to a far greater degree than in other years. What causes this I do not know, but it is probably a reflection of the uncertainties of the times, and a realization of the importance of the great struggle that is going on about us as civilization is attempting to find its way out of its own past blunders and selfish mistakes into a more stable and equitable world order.

The exploitation of young people's emotions is always tempting and pathetically easy, but it is a dangerous practice. One has to guard them against the hysteria and sentimentality which become prevalent in press, radio, and cinema during war times. On the other hand, to leave them in ignorance or indifference to the shaping of world wide forces, of human rights and national and international obligations which are taking place around us would be equally reprehensible. Never before has History been so much in the making in the full view of so many people as today in America. We can catch our History alive as never before.

These young people of ours will be called upon to play important parts in the shaping of things to come before very long. We must do what we can to make them ready. At least we can help them to understand the underlying principles of the democratic way of life and can give them opportunities to put these principles into practice at school and at home. This ideal was one of those expressed by the founders of the school twenty-one years ago.

One phase of this is the shifting of the emphasis in daily living from constant competition with one's fellows to a desire to be of service to one's fellows. In schools where emphasis is placed on rank lists and other competitive devices, this is exceedingly difficult if not impossible. But where a spirit of achieving rather than excelling is created the emphasis is shifted away from competition at once. Such a spirit is not maintained without careful planning. It is not a self-perpetuating growth but needs to be fostered by both home and school.

The quarterly reports which have just been received by the parents are a case in point. These have been worked out by the faculty over a period of years in an effort to apprise the parents of the progress made by their children, at the same time hoping to help the child better to cope with his problems by giving an interested appraisal of his work and suggesting ways of helping him. The system of a paragraph written by each teacher as a report on the student's work has been tried in many schools. It has frequently been abandoned because the paragraphs either became innocuous and meaningless or stereotyped and sterile. This type of report will always fail unless the individual members of the faculty are intelligent, sympathetic, and have the courage of their convictions. Such reports are in effect criteria of the teachers writing them as well as of the students. Our teachers face this fact cheerfully when they write the reports each term for they believe that the vastly greater amount of time and effort consumed is repaid by the far greater good this type of report may be to the children.

But much of the benefit to the children depends on the use the parent makes of the report at home. If he talks over the child's progress, or lack of it, with sympathy and understanding, comparing him not with another child but with the child's own past record, pointing out the relation between effort and achievement, understanding and desiring to understand, and above all helping the child to see the teacher as a helper, not a taskmaster; a coach and umpire, not an opponent; the benefit should be great. But when the parent stresses only the mark or grading symbol (which must be used to give the paragraph a point of reference in terms of progress toward a recognized standard) or even attempts to intensify the interest in a mark by bribes of money, the whole work of the term may be nullified and the child's attitude reverts to the more infantile desire for immediate gain. Attitudes are far more essential than information during growth. In such matters, again it seems clear that the responsibility of the home and school are equal and their understanding cooperation vital to the child's best interests.

The faculty is eager to have all the suggestions possible from the parents for the improvement of these reports. We are constantly trying to revise them and need all the help you care to give. Comments either favorable or unfavorable will be both useful and welcome.

PERRY DUNLAP SMITH

DEPARTMENT PLANS FOR DECEMBER

Music Department

Concert December 4th (postponed from November 28)
Miss Estelle Swigart and Mr. Duff

1. Variations on a theme by Handel, for cello and piano ..... Beethoven
2. Aubade ..... Lalo
3. Tempo di Menuetto (from sonata in C) ..... Haydn

Lower School Art Department

We hope all the children will be taken to the Art Institute during the next six weeks to see the Italian Masterpieces. Enough time cannot be given away from school to take all of them as they should go in very small groups, say two to a parent or three at the very most. As you probably know this exhibit comes from the San Francisco Fair, where most of the pictures were seen for the first time outside of Italy. We are planning to give the children information about some of the paintings and show them colored reproductions, but nothing can take the place of seeing the originals. No child in the school should miss such an opportunity.

Is there any Mother in the school who has a piece of brocade we could use as a background to the pictures we will hang in the front hall of the Lower School building? It is necessary to hang the picture low in order that the children can see it, and we feel the space would look more atractive with a hanging back of the picture.

MIDDLE SCHOOL

As last year, it is probable that there will be plenty of work out of doors in fine weather, as well as construction projects in shop and studio, playmaking and production, work on store accounts and school publications, and trips having definite objectives in relation to social and other studies.

Thus the full school day (classroom and special teachers as well as athletic staff being on hand daily throughout the school year until 5 p.m.) is diversified with many different kinds of activity and relaxation. No normal youngster — and from every evidence all present seventh and eighth graders are normal — should experience either fatigue or the boredom of talents insufficiently occupied. The faculty are, of course, on the alert to observe such individual variations of energy and aptitude as are to be expected during these ages of rapid growth and development, and to make adjustments accordingly in the children's programs.

A certain amount of assigned work is required of each child, but supervised study periods are provided during the school day which are adequate to complete most of it, with advice and help in learning how to study effectively. The teachers do not wish any child in the seventh or eighth grades to continue at homework for more than forty-five minutes any evening, and we shall be grateful if parents will help us to ensure this.

There are two other ways in which you can help us: (1) by coming often to school yourself, to visit classes, to confer with teachers, to help in the costume room, lunch-room, toyshop, etc., to join us at assemblies and, of course, and especially, to attend parent meetings; (2) by encouraging the children not to ask for special privileges which set them apart from the others, and, by taking them unnecessarily out of class or playing field, deprive them of sharing in any part of the life of the school.

Three plays will be given in morning exercise the early part of December by the Eighth grade.

R. L. WHITE

COMMITEES

Art

In each school building a picture will be hung which will be changed frequently in order to familiarize the students with what each picture contains. The Art Committee would be very glad to have other members on the committee. The duties are not heavy. One morning a month from ten o'clock to twelve o'clock, to file and check on books and pictures.

Faculty Tea

Monday, December 4th, Hostesses, Mrs. C. Daughaday, Fifth grade, Mrs. Kenneth Henderson, Seventh and Mrs. J. Eldredge Eleventh.

OFFICE

Parents of students new this year who would like to be shown through the school, are most welcome to make an appointment at the office any morning and will be conducted by a member of the office committee.

The office committee has joined the Ninth grade in taking care of the the school Lost and Found department. All lost articles are being brought to the office where they are identified as near as possible and catalogued showing where they may be called for. If your child has lost anything, please see that he calls for the article at the office between nine and one o'clock any school day.

There has been a correction in requests for assignments. Parents will please phone the office before 10 O'CLOCK in the morning instead of before noon, and will call for them after 4 O'CLOCK. Requests which are received later than 10 o'clock, will be delivered to the teacher who, if his schedule is not filled with classes, will still be able to

make out the assignments, but parents who are late in their requests may avoid unnecessary trips by phoning in the afternoon to learn whether or not their assignments are in the office.

GRADE MEETINGS AND PLANS FOR DECEMBER

Second Grade — Parents and children will meet in the Christmas toy shop on Friday afternoon, December 8th, to mark all Christmas toys. Supper will be served in the lunch room at 6 o'clock. Mrs. Duff will tell Christmas stories.

Fourth Grade — On December 6th, at 6 o'clock the parents and children will have supper in the lunch room and later go to the art room and the shop to make toys and Christmas gifts.
and the shop to make toys and Christmas gifts.

Fifth Grade — Children are making a store counter and plan to open a store to sell supplies and perhaps cookies. There will be a trip to the Art Institute to study the Italian Paintings, stopping in Lincoln Park to see the Viking ship. On December 12th, there will be a joint toyshop party with the Sixth Grade.

Sixth Grade — The children are planning a Christmas Puppet show for morning exercise to be given the middle of December.

The parents and children are planning to join the parents and children of the fifth grade to work in the Christmas toy shop after having dinner together in the school lunch room.

Seventh and Eighth Grades — Parents will have dinner with the middle school children and the faculty at the school, on December 11th, and later work in the Christmas Toy shop together.

Eleventh Grade — Toy Shop night is December 4th. Everyone is urged to come and get the work off to a flying start. On the afternoon of December 4th all Mothers are urgently invited to come to faculty tea from three-thirty to five o'clock for the fifth, seventh and eleventh grades, in the Art Library room in Knollsea.

Twelfth Grade — The seniors and their parents will have a dinner and toy shop meeting Friday evening, December 1. Dinner will be served in the school lunch room at six-thirty.

CHRISTMAS PARTY, December 15th.

CHRISTMAS PLAY, December 20th.

CHRISTMAS HOLIDAY, December 21st to January 8th.

GAMBOLIERS

The group of seventy Sophomore boys and girls from both New Trier and Country Day, will have their Christmas party as a formal dinner and dance at the Sunset Ridge Golf Club, on Thursday, December 28th.

REVELLERS

The Freshman Revellers, consisting of eighty boys and girls half of whom are from New Trier, will have their Christmas formal party on December 16, at the Indian Hill Club.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II JANUARY, 1940 Number 13

THE NEW YEAR AND THE OLD

The year that has passed has been momentous. The dread and anticipation of war clouded all its days. Now that the anticipation has been realized and adjustments to war-time psychology and economy have been at least partially achieved, we look forward to the next year with the constant and persistent anticipation of world peace.

Everywhere one hears the questions, "Will we be ready for peace when it comes? Will we have learned more this time than we did the last? Will we be wise enough and willing enough to create a better world order and to make the sacrifices necessary to bring it about? Will we be willing and able to pay the price of peace?"

The answer may well be found, at least partially, in the type of education that our young people are experiencing today. A grave responsibility rests on communities, parents and teachers — to see that the children shall know firsthand the possibilities of their personal responsibility for their companions' welfare and at the same time the value of building and preserving, each for himself, his own individuality and integrity of purpose. If young people once experience the elation of lending a hand in the common solution of some seemingly impenetrable problem which has blocked the achievements of a common goal, they will never accept lesser satisfactions nor be led astray by defeatist demagogs who would have them believe that human beings are too selfish to learn to cooperate successfully.

John Dewey has summed up the whole purpose of education when he said, "Only that person is educated who knows how to enjoy the experience of putting his knowledge to social uses."

It is the function of our School to give as many children as possible the opportunity to enjoy that experience; and not only the children but the teachers and parents as well, for it is through our children that we are frequently led to our most lasting educational experiences. The year to come must not be one of watchful waiting alone; we must strive to march forward to attack the great problem that lies ahead of us. Never before has a generation had at its command such instruments for analyzing its ills, such means for appraising scientifically its strengths and weaknesses, nor such an opportunity to plan and build its own future. Our education

and our thought must strive to train citizens, ready and competent to take full advantage of all the treasures of knowledge and science which we have now achieved; but above all, with the zeal and the courage to put these to social uses for the common good of all men and all nations.

PERRY DUNLAP SMITH

THE MIRROR REFLECTS

Every year the editors of the MIRROR boast that theirs will be the best yet, and as we look back over the years we find these predictions have been correct, and that each MIRROR has been superior to its predecessor. This year will be no exception. To have a staff with creative ideas and ability is essential to a good yearbook, and in our opinion we have such an organization.

We believe that parents as well as students like to review the school year at a glance. Every parent likes to keep a record of his children's progress by successive photographs, but what could be more perfect than the complete review of their irrevocable school years as offered by the MIRROR?

GRADE PLANS AND MEETINGS FOR JANUARY

Kindergarten — A meeting is being planned for the middle of January.

Third Grade — Parents will meet at the home of Mrs. Abel Davis, on Tuesday evening, January 30th, at 8 o'clock. Mr. Smith will speak.

Sixth Grade — It is probable that the grade will attend a matinée of "Lincoln in Illinois."

Eleventh Grade — A very interesting evening meeting is being arranged for the Eleventh Grade students and parents at the home of Mr. and Mrs. Graff on Friday, January 12th. Mr. Smith and some of the recent graduates will discuss colleges.

COMMITTEES

Faculty Tea — On account of examinations there will not be a faculty tea in January.

House Committee — With a very limited amount of money to work with, the committee has bought new curtains and new slip covers for Mr. Duff's room in Leicester Hall. It is hoped that very soon a new rug and chair cover can be purchased for Mrs. Child's study.

Art Library — The Art collection of books on Art and reproduction of paintings started about five years ago with a gift from the Carnegie Foundation. In order to house this fine collection, valued at about $3,000.00, the Kindergarten was moved from Knollslea and the room thus vacated was decorated and refurnished and became a dignified reception-room as well as the Art Library.

A committee was formed to catalogue the collection, but its main purpose was to arouse the interest of the School as a whole, and to make easily available for their use this splendid Art material.

The members of this committee keep a record of the books and pictures which are borrowed; mount and catalogue new pictures; add new material as funds permit; arrange for art exhibits; sponsor appropriate programs for Morning Exercises with an occasional guest speaker, and attempt to cooperate with the faculty and students in supplying pictures for use in connection with the study of various subjects, or for hanging on the classroom walls. Assistance in selecting suitable material is gladly given by Miss Bacon or any member of the Art Library Committee. One member of this committee is on duty each Thursday morning, but material may be borrowed or returned at any time.

The collection is constantly being added to through gifts from friends and through funds generously given by the Parents' Association. Last year thirty new prints were purchased, as well as five very fine books which we shall very likely not be able to duplicate, since they were printed in Europe. Two outside speakers gave illustrated talks in Morning Exercise; an Amateur Photography Contest open to all students was staged with the help of a student committee, and two Teas were given one exhibiting the work of Edith Jane Bacon and the other showing our newly acquired works of Art.

In spite of the efforts of the Art Library Committee, it is felt that many still do not know that the School possesses such a wealth of beauty, and suggestions which might help further in bringing this school activity into closer touch with the students and faculty will be appreciated. Parents wishing to serve on this committee may hand in their names at the school office.

The sale of Japanese prints which was announced before Christmas proved most satisfactory.

Mrs. Charles J. Kostbade, Chairman

DEPARTMENT PLANS FOR JANUARY

Athletic Department

Boys' Varsity Basketball Schedule

January 16th, Latin — There
January 20th, Todd — Here
January 23rd, Francis Parker — There
January 26th, Harvard — Here

The girls' annual Hockey Banquet was held in the school lunchroom December 18th, at 6:30 o'clock. Mothers of the members of the first and second hockey teams attended as well as many alumni and faculty of the school. Cherry Boyd will be hockey captain for 1940 and Judy Adams manager.

HIGH SCHOOL MID-WINTER EXAMINATIONS

January 24, 25, 26

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II | FEBRUARY, 1940 | Number 14

The Habit of Promptness — Important Trifles

At this time of the year, with the confusion and excitement of the holidays well behind us, both home and school are usually acutely conscious of the need for re-establishing the calm and security of routines.

The old notion that activity and excitement are of themselves beneficial to growing children is pretty well exploded. It was natural that, after the period of pontifical parenthood in vogue during the Victorian era, the pendulum should swing too far away from repression and restraint toward over-stimulation and license; but the evils of that school of thought were soon abundantly obvious.

Curiously, the schools seem to have discovered this more quickly than the homes, perhaps because of the flood of child-study literature which has descended upon the home in such quantities as to mystify and confuse the parents, leaving them with the general impression that all forms of parental authority or control of the child are inimical to his best growth.

Nothing could be more unfortunate. Every child needs the steadying security which established and rational routine brings to him. Life is pretty exciting and confusing to anyone these days, but especially so to growing personalities, to whom every day brings new experiences and discoveries to be understood and oriented even in the most normal and peaceful of periods.

In such a time as the present it is then doubly important to give the child all the stability and confidence we can by establishing routines which will help to build such necessary habits as promptness and regularity, especially connecting cause with effect whenever transgressions occur. In this the School will be glad to assist the home whenever it can. But at school, too, routines must be maintained, not only for the effect on the habits of each child, but also to bring about an orderly atmosphere and consideration of others, needed whenever human beings undertake to live together with a common purpose.

In order to maintain such an atmosphere certain reasonable regulations must be established and, as there is always a tendency to consider personal convenience before public welfare, they will have to be enforced. Everyone forgets some time, particularly in youth, but not so frequently when one remembers that there was a definite consequence attached to the last lapse. Hence it is at this time of year that we establish the afternoon supervised study periods for those pupils who seem to have forgotten frequently the routine of completing assignments, and also the Saturday morning make-up period for more extreme cases and for those whose habits of promptness are lax.

Sometimes the pupil's excuse for lateness is that it was his parent's fault. We receive (more often than most people realize) written or verbal excuses from parents who have found it convenient or necessary to break the pupil's habits of routine. For the most part the reasons given are sound and valid, but even so the child frequently fails to realize this. A lateness is a lateness in his mind and he sees little difference between them.

Every year we have several cases of children who have reached high-school age without realizing that work missed because of an excused absence (such as

illness) needs to be made up just as much as any other.

The home can help the child greatly by making it clear that regularity and routine are important, by breaking into the child's established schedule only in the case of absolute necessity, and particularly by helping him to see that work missed is missed, whether for necessity or pleasure, and must be promptly made up. The extra Saturday and afternoon study periods are used especially for pupils whose work is unusually far in arrears or whose habits of thoroughness and promptness are weak. It is particularly necessary that pupils meet those appointments promptly and for the full assigned period.

Most of the parents have given both understanding and energetic cooperation in these matters; for this we render hearty and heartfelt thanks. But for the rest and for the benefit of the School as a whole, it seems well to point out the possibilities in the situation at this time when, if the parent body is not aware of these dangers, it might become acute.

PERRY DUNLAP SMITH

Notice of Washington's Birthday Holiday

It is customary for the School to declare a mid-winter holiday each year either on Lincoln's or on Washington's birthday, but not on both. This year Lincoln's birthday was designated in the announcements sent out in the fall. When the Progressive Education Association, however, decided to hold its national conference in Chicago over the Washington's birthday weekend, a change was necessary so as to give our teachers an opportunity to attend.

The mid-winter holiday will, therefore, be held over that week-end. School will be closed AFTER THE LAST CLASS on Wednesday, February 21, and reopen at the usual hour on Monday, February 26.

PERRY DUNLAP SMITH

Of Grammar and Composition

Some time ago one of our graduates felt called upon to point out to me that the biggest defect in his schooling with us was that he had not been taught grammar. He had been graduated from North Shore with seven or eight units in classical and modern language and had been graduated from a well-known eastern college in the top of his class. He spoke clear, grammatical English. I was as sympathetic as I could be under the circumstances, pointing out, as usual, that one cannot handle the languages, especially Latin, well without being considerable of a grammarian in both English and Latin, and therefore he must have had considerable grammar at North Shore. The graduate was not impressed and went his way nursing his sense of loss. Imagine my surprise, some time later, when the same graduate walked into my office after a term of teaching seventh and eighth graders in another school, and shortly astonished me with the statement, "I have been teaching English grammar to twelve- and thirteen-year olds and I cannot see the sense of doing it. It's of no use whatsoever to them."

We then went back to his own case and analyzed what seemed to be the shortcoming in his English experience. It seemed that he had not rated as high in his English at college as he had expected, but the difficulty, it turned out, was not the lack of grammatical knowledge but of training in rhetoric. The English department, it seems, had placed a strong emphasis upon expression, the development of ideas, but had not emphasized sufficiently revision and expression according to rhetorical principle.

I trust that the weaknesses in our course of study indicated by this graduate no longer exist. Certainly in the past few years the emphasis in English has shifted greatly from "creative" writing to analysis and exposition; from ex-

pression per se to expression in good rhetoric with emphasis upon the old virtues of unity, emphasis, and coherence. Whatever else we may have accomplished, we can take some satisfaction in the fact that this year many of those who received the grades Weak or C in high-school English are reporting C's and B's from freshman English in college.

As is to be expected under the circumstances, the remark is now occasionally heard that the standard at North Shore is too high. That may be true, although too frequently the remark is based upon the graduate's failure to appreciate the skill he has gained under the operation of the standard, a skill which undoubtedly would have been materially less had the demands upon him been fewer. Then, too, it is barely possible that instead of the standards having been too high, our graduate's preparation may have been somewhat better than that of many of his classmates. We trust that the latter fact is the truth of the matter.

DAVID H. CORKRAN

Committees

Faculty Tea — Monday, February 5th, *Hostesses:* Mrs. Donald Jones, 2nd Grade, Mrs. Rudolph Pabst, 4th Grade, Mrs. William Lloyd, 8th Grade.

Costume — The Costume Committee wishes to ask all the Mothers in the School, especially the High School Mothers to help with the sewing for the Opera to be given on March 15th and 16th. The Opera this year is to be the "Pirates of Penzance." Since this Opera has not been given for several years it will be necessary to make many new costumes, and there is much work to be done. The period is that of the Civil War time, so the costumes will be interesting and lovely. Working with the teachers, children and parents gives a feeling of belonging to the school and being a part of it. There are so many jobs besides the actual sewing. We need executives as well as laborers — artists as well as dressmakers. No matter how little time you have to give we can make use of it in some way. There will be some one in charge every morning starting, Monday, February 5th, and continuing until every costume and all its many accessories have been completed. Will you please phone me or the School Office and let us know what day or days you can give. Artificial flowers of all kinds will be needed. We will appreciate any donation.

LOUISE S. KONSBERG, Winnetka 926

Grade Plans and Meetings for February

Fourth Grade — On February 23rd, at 4 o'clock, the Fourth Grade will attend "The Reward of the Sun God," a play presented by Junior Programs Inc., at the Highland Park High School Auditorium. The Fourth Grade Students are interested in the folklore of the Hopi Indians which is the background for this play.

Fifth and Sixth Grades — At the home of Mr. and Mrs. C. Colton Daughaday there will be a joint meeting of the parents of the Fifth and Sixth Grades, on Monday, February 19th, at 8 P. M. Mrs. Walter Fisher will speak on "The Child in Democracy." All the Faculty are invited. If planning to attend please notify Mrs. Daughaday, Winnetka 1364 — or Mrs. Stephen Gregory, Glencoe 1487.

Sixth Grade — There will be movies shown in Walling Hall on the following dates:

February 6th ..... Seed Time, Guatemala

February 7th .. Land of Mexico, Mexican Children, People of Mexico, Our Mexican Neighbors
February 8th ..... Seed Dispersal
February 14th ..... In the Beginning
February 21st ..... New York Water Supply

On Wednesday, February 28th, the students will attend a Matinee performance of "Abe Lincoln in Illinois."

Middle School — Mr. Darwin Curtis, Sr., an eighth grade parent, is cooperating with the children in making a survey of the lighting facilities in Eliot Hall. The children are also making a pictorial history of the United States. The Seventh Grade is studying the settlement of the Mississippi Valley. Both Grades are planning three trips in February. A tour of Bowman's Dairy; a matinee performance of "Abe Lincoln in Illinois," with the Sixth Grade, and an afternoon showing of "Drums Along the Mohawk."

The Eighth Purple section will give a scene from "Abe Lincoln in Illinois," for the Lincoln's Birthday Morning Exercise on February 12th.

Eleventh Grade — There will be a meeting of the parents on February 2nd, at 8 o'clock at the home of Mr. & Mrs. Raleigh Warner. Mrs. Childs and Mr. Corkran will discuss college requirements.

At 8:30 on February 17th, the Junior class are planning to present an evening of one-act plays. Their selection includes gay comedy, melodrama and light satire for the plays are:

"The Passing of Chow-Chow," by Elmer Rice
"Drums of Oude," by Austin Strong
"A Dull Evening" (entr'acte), by Nancy Brosius
"Quare Medicine," by Paul Green
"Opera Matinee," by Alice Geretenberg

Tickets will be obtainable from Andy Langtry or any member of the class.

Department Plans for February

Athletic Department

Boys' Varsity Basketball Schedule:

Saturday, February 3rd, Wheaton ..... 2 P.M. There
Tuesday, February 6th, Francis Parker .. 7 P.M. Here (evening game)
Saturday, February 10th, Milwaukee Country Day .... 2 P.M. There
Tuesday, February 13th, Todd ..... 3:30 P.M. There
Friday, February 16th, Latin ..... 7 P.M. Here (evening game)
Saturday, February 24th, Milwaukee Country Day ..... 2 P.M. Here
Tuesday, February 27th, Harvard ..... 3:30 P.M. There
both games at Community House
Thursday, February 1st, Junior Varsity vs. Community House, at 4:15 P.M.
Thursday, February 1st, 7th & 8th grades vs. Community House, at 4:15 P.M.

Girls' Basketball Schedule:

Saturday, February 10th, Kemper Hall .... 10 A.M. 3 teams at Kenosha
Friday, February 23rd, Latin ..... 2:15 P.M. 2 teams There
Saturday, March 2nd, Roycemore ..... 10 A.M. 2 teams There

Betty Conway has been elected Basketball Captain for 1940. The Girls will also have an inter-class series and a game with the Boys.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II MARCH, 1940 Number 15

The Thursday and Friday preceding Lincoln's Birthday have for forty years been the date of the annual meeting of the Headmasters Association, a most delightful gathering. It was started almost fifty years ago by a small and distinguished group of headmasters of schools located in or around Boston, who decided to meet once a year to confer and to discuss common problems and interests. This proved to be so valuable that the group grew until it became necessary to limit its numbers so as to preserve its essential spirit of intimacy and candid informality. It is now limited to one hundred active members, each of whom must be working intimately with his boys as well as carrying the responsibility for the administration of his school. Whenever a member's duties are changed, through promotion or otherwise, so that he becomes an administrative officer only, he is no longer eligible for active membership but joins the ranks of honorary members. One third of the membership must be heads of public schools; one third is from the endowed preparatory schools of the East; the rest are from schools which have been distinguished for their contributions to various fields of education.

The meetings are stimulating, vociferous, forthright, and utterly delightful. Anything and everything may be debated. The topics on the agenda serve merely as points of departure, but no votes are ever taken, nothing is ever reported, and even the taking of notes is frowned upon.

I wish I could share with you the interest and information of the meeting this year. I may say only that both were great and most helpful. Lord Lothian spoke on the growth of the democratic ideal in the world; Dr. Claude M. Fuess of Andover, Morton Downey, Commissioner of Education for the Commonwealth of Masssachusetts, and I were asked to lead a discussion on the preservation of the democratic ideal in education today; President Wriston of Brown University and President Stringfellow Barr of St. John's College at Annapolis held a most exciting debate on the question of the present elective system in colleges. Mr. John deQ. Briggs of Saint Paul Academy, our good neighbor to the north, was elected President of the Association for next year; and Dr. Lewis Perry of Exeter closed the meeting with one of his masterfully witty summaries of the whole meeting.

After this gratifying interlude I tightened my belt for the series of one-night, or twelve-hour, stands that are necessary in order to visit as many of our students at college as possible. This is always highly enjoyable and inspiring as well, but the physical problem of catching trains and meeting schedules, not to mention sleeping in Pullmans and providing for baths in between, is certainly exhausting as well as difficult.

I visited Harvard briefly; attended a meeting of the Board of Admission at Wellesley; had a most interesting conference with Dean Heermance at Princeton; gave an informal lecture at Bryn Mawr; was snowed in there for twelve hours, but managed to break through the blizzard to reach Swarthmore; then spent one night at Yale and one at Sarah Lawrence College. On the way home I stopped off at Vassar for a most enjoyable luncheon with twelve of our girls there, gave an informal lecture to seniors interested in teaching; and arrived home in time to take part in the Progressive Education Conference here.

It was good to see so many of our graduates at the various colleges doing so well and apparently enjoying life so thoroughly. They seemed to be well established and making highly satisfactory progress. Many were surprised and delighted to find themselves well ahead of their own estimate of their ability.

From the college authorities I met with that enthusiastic hospitaliy and geniality which I have come to recognize as a sure symptom of satisfaction with the work of our graduates. Each year the admissions offices become more understanding as well as more accurate and complete in their appraisal of candidates. They have now clearly differentiated between, as one said to me, "Progressive schools that we respect, and Progressive schools that have merely jumped on the band waggon." I am confident that none of the students today fail to get a fair hearing; that more than ever they are admitted on their own merits and nothing else, but that, when the graduates of their schools who have entered college ahead of them have maintained as high a record as ours fortunately have done, it most certainly counts in their favor. For this, each of our undergraduates owes our alumni a deep debt of gratitude.

PERRY DUNLAP SMITH

Charles H. Robinson

The death of Charles H. Robinson, for the past five years head of the science department, brings sadness to us all. "Robby" was a fine teacher and an excellent leader of boys. Under his inspiration, the physics classes were among the strongest in the School. His boys evinced a keen interest in the subject, carried out many unusual projects, and went on to college to find themselves exceedingly well prepared. None of them forgot him and he was the person on the faculty whom they sought out first upon their return from college.

Under Mr. Robinson's stimulus the radio club was started and the present short-wave broadcasting station set up in the physics laboratory. "Robby's" activities were not confined to the classroom. The younger boys of the School knew him as the coach of the middleweight football team, which he made the most successful in morale and skill among the lightweight teams. His interest in sports went beyond the teams he coached. He was always on hand as long as he was able to be out, to watch the varisity teams in action.

Apart from his connection with the School he was known to hundreds of boys throughout the country for his leadership in the Keewayden Camps, in which he had been counsellor for over twenty years. During the past few

summers he was leader of the Camps' extensive canoe trips in northern Canada.

Mr. Robinson came to the School in 1935 from the Eaglebrook School, Deerfield, Massachusetts. He was born in Hudson, Massachusetts, and attended Massachusetts Institute of Technology.

MORNING EXERCISES

In past years the School has had the pleasure and benefit of many valuable talks by parents on heir hobbies, business or professional interests. So far this year talks of such a nature have been all too few, and the school earnestly invites all those who are willing to speak informally to the students to consult the teacher of their child's grade or the Morning Exercise Committee: Mr. Millett, Mrs. Foster or Miss Griffin.

Miss Bacon is planning a morning exercise the early part of March on the Opera. On another occasion old Opera movies will be shown. At this moment the exact dates are not known but if parents wishing to attend will phone the office, they will be informed.

COMMITTEES

COSTUME — Already a number of Mothers have been most helpful in the costume department, sewing and arranging costumes, and we wish to thank them for their generous cooperation. But there is still need for more help, particularly since the opera is only two weeks hence. It is interesting work, and not until you have worked in the costume department do you realize how many things there are to do besides sewing. So do join us and enjoy the opera just that much more. We are in need of artificial flowers of all kinds and ribbons of any color, width or length.

FACULTY TEA

Monday, March 4th, Hostesses

Mrs. Jules De Lescailles, 10 Grade
Mrs. Richard Uhlemann, 1st Grade

PARTIES AND DANCES

Recently a number of requests have been made for the use of the School facilities for parties and dances. Since all such activities on the School grounds are the concern of the School, there has been established a faculty committee to deal with these requests — to schedule them in order to see that there are no conflicts in dates; to explain School policies concerning such events, and to help wherever faculty assistance is desired. This committee is under the chairmanship of Mr. Millett, who is assisted by members of the physical education department. The committee has been functioning for several years in charge of all student-sponsored social affairs at the School and has worked out a set of practices consistent with our needs. Parents desiring to schedule social events at the School should consult with the committee, through its chairman, Mr. Millett, in order that the fullest cooperation of the faculty may be assured.

DEPARTMENT PLANS FOR MARCH

MUSIC — "The Pirates of Penzance" will be presented on March 15th and 16th, with the co-operation of the Art, Shop, Drama and Athletic Departments. There will be a matinee for the younger children on Thursday, March 14th. Assisting the boys and girls of the school orchestra will be Mr. Swigart who will again be concert-master, Miss Swigart and Mrs. Bovingdon (cellos); Mrs. French (flute) and Mr. McGrosso (clarinet). Miss Bacon is directing the designing of the costumes which are being made by a committee managed by Mrs. Konsberg, and the scenery which is built under Mr. Bollinger's supervision. Miss Radcliffe trains a make-up crew of ninth grade girls, and will also help with the dramatic direction. Mrs. Gleason is in charge of the dances.

The Music Department would like to express its thanks to Mr. Smith and to all the individuals and committees mentioned above for their valuable assistance in this production.

ATHLETIC

The Girls' Basketball team will play Roycemore, Saturday, March 2nd, at 10 o'clock at Roycemore. This promises to be a very exciting game. So far the girls have lost only one game.

GRADE PLANS AND MEETINGS FOR MARCH

Sixth Grade — Movies in connection with Ninth Grade History and Science:

March 5th — Simas da Veigo
March 6th — Mexican Murals
March 13th — Continent of South America
March 14th — Plant Biology

Seventh Grade — There will be a trip to the Chicago Historical Society to see material of early middle western frontier life. Also visits to the Winnetka Public Library for books pertaining to each child's social studies project.

Twelfth Grade — Parents and students will have a dinner meeting at the home of Mr. & Mrs. James Glazer, Glencoe, on Friday evening, March 8th, at 7 P. M.

Four alumni of our School, now graduated from college, will tell what North Shore Country Day School meant to them in college.

SPRING VACATION

Students will leave school after classes THURSDAY, MARCH 21st, and return TUESDAY MORNING, APRIL 2nd.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II APRIL, 1940 Number 16

The Silver Lining

This is the time of year when both the health and spirits of pupils, parents, and teachers are apt to be as uncertain as the weather and on the whole at a low ebb. But there are also many incidents which tend to raise one's spirits as does a sunny, warm day in the midst of a season of wet and weary weather.

One such was the invitation of the New Trier Parents' Association asking me to represent our School at their annual banquet. I was deeply touched not only by this invitation but also by the warmth of the hospitality which was extended to me and to our School at the banquet. It was a most friendly and generous act and one which I was sure the parents of our School would appreciate as fully as I. We are most fortunate in having such friendly and understanding neighbor schools.

Another happy occasion was, of course, the annual opera, which is always an experience of great value as well as great pleasure to all who are connected with it.

Not only do the pupils seem to be drawn into closer relationship with the teachers and the School, but also the parents seem to profit by the opportunity to know each other better and to join the students and teachers in a common enterprise. This year the cast and chorus seemed to know the music far better than ever before, and were, therefore, free to throw themselves more completely into their parts. The costumes of the girls were delightful and the students seemed to feel more than usually indebted to the mothers who had sewed so ceaselessly to complete them.

In the meantime my mail had been bringing me good news from our graduates, especially our last year's seniors, who are now freshmen in colleges. Many of the colleges are good enough to send us the Midyear grades of our freshmen each year at this time. I have been delighted at the success these young people seem to be achieving. I have marks of fifteen out of our twenty-three freshmen, namely, those at Harvard, Yale, Princeton, Dartmouth, Wesleyan, Swarthmore, and Colgate among the boys, and Wellesley and Sweet Briar among the girls.

Of this group of fifteen students, there are nine who have received the grade of A in at least one major subject, while thirteen of them are getting B's. An interesting fact for those who have heard that the students of sound Progressive schools do not get proper training in the Humanities is that in Latin we scored two A's and two B's in four different colleges and one A in Greek. As these subjects are all now elective in college, it is important to remember that each of these students chose to continue the subject in college because he liked it. This throws considerable light on their preparation. In English we had three A's and three B's in six different colleges. In mathematics, two A's and three B's, and in science, one A and two B's. I understand now at least one reason the freshmen deans were so cordial to me on my recent visit to the colleges.

PERRY DUNLAP SMITH

Annual Open House — Parents' Association

On Sunday afternoon, April 7th, at 4 o'clock, in the Auditorium, the Parents' Association and the School invite all the parents and their friends to hear Mr. Perry Smith, as their guest of honor, speak on the "Eastern College of Today." In former years the Parents' Association has invited an outside speaker as their guest on the occasion of their open house, but this year many parents have expressed the desire of hearing Mr. Smith, who is an outstanding authority on the relations of preparatory schools to colleges. Since he has had considerable experience with colleges in the East this occasion should prove very helpful and interesting to all parents from the Kindergarten through the High School, and their friends.

There will be a question period after Mr. Smith's talk followed by an especially arranged Tea in Walling Hall.

Guests are also invited to visit the various schoolrooms to see some of the work which is being done by the students.

Physical Education

Several weeks ago I heard a prominent teacher of Physical Education in one of the large Universities make the statement that one of the difficulties with our young people today is that they are becoming spectators instead of participants in exercising their bodies. One has only to look at the long line of automobiles along the street and stand in front of a movie theater on a Saturday afternoon and wonder whether such a statement is not true.

What is our job in helping members of our school to realize that the development of the body is an essential part of education? One of the big jobs is to get them to realize that development comes through work. We do not get it for nothing. Effort and hard work must be engaged in. After obtaining this bodily development we cannot let up and say, "I have reached the peak and now I can sit back and the body will take care of itself." The body does not work that way. It must be exercised daily, and one of the important jobs in education is getting the young people to realize that exercise is essential throughout life.

Our program at school is so arranged that every boy and girl has the opportunity of participating in an organized program of physical education daily.

This participation comes through football, basketball, baseball, boxing, wrestling, body-building exercises, correctives and mass games. For the girls, hockey, basketball, baseball, dancing, class exercises and mass games.

Throughout the program we are striving to impress upon the boys and girls the importance of regular exercise and aid them in perfecting skills and coordination which will make exercise a pleasure even though it is hard work.

Last fall after the last football game I was going through the locker room, checking on the physical condition of the squad. I came up to one of the seniors and gave him a pat on the back and congratulated him on the game. He looked up and remarked, "I wouldn't take anything in the world for these last three years in football." This boy will probably never play football in college, but he has obtained an experience through hard work that will be of value to him throughout life. Every boy and girl in school has an opportunity of participating, whether it be on the varsity or one of the minor teams.

JACK C. ANDERSON

BASEBALL

The boys will start playing baseball immediately after their return from Spring Vacation. Their scheduled games have not been arranged as yet but will appear in the NOTES for May.

COMMITTEES

The Art Library

We are happy to announce that North Shore Country Day School has been awarded First Prize by the Shima Art Company for the Exhibit and Sale of Japanese Prints held just before Christmas. The prize consists of an original print by Hasui, valued at $10.00, or as an alternative, several smaller prints to be selected by the Art Committee. We wish to take this opportunity of expressing our appreciation to all those who aided the Committee in achieving this distinction.

MRS. CHARLES KOSTBADE, chairman

GRADE PLANS AND MEETINGS

Second Grade — Mothers are invited to tea at the home of Mrs. Donald Jones on Wednesday afternoon, April 3rd, at 4 o'clock.

Fourth Grade — The children are planning to give a morning exercise on "Indian Picture Writing." There will be a demonstration on the stage of Art process work, and pictures of sand paintings made by the children will be shown on the screen. Simple rhythms will be played on the Indian drums which were made by the children and used in their Spring play, "An Indian Ceremonial." Tentative date — April 19th.

Fifth Grade — The children are busy illuminating 'parchment' manuscripts they lettered of their favorite poems. They are almost as efficient as the Old Monks were.

Sixth Grade — Film Showing:
April 3rd, "Latin America"
April 26th, "In All His Glory"
Boys' and Girls' cooking classes — Mondays and Thursdays 2:30–4:00

Ninth Grade — Following a study of Abraham Lincoln as portrayed in poetry, drama and through his own speeches, the Ninth Grade Boys and Girls are planning a trip to Springfield and New Salem.

The Drama Major group will find New Salem especially interesting as background for the scenes in "Prologue to Glory," a play based on Lincoln's youth, which they are working on at present.

The trip is planned for Friday, April 12th, following the third term examinations on April 10th and 11th. Further information will be sent to Ninth Grade Parents when plans are completed.

Lower School Shop — Under the direction of Mr. Massman, the students are actively working on the construction of archery equipment, plaster casting from rubber molds, properties for fourth grade play, printing of personal cards, practical electricity and soldering.

MORNING EXERCISES

April 2, Dean L. P. Smith — "The University of Chicago"
April 3, Miss Bacon, "Women of Old Chicago"
April 4, Mrs. Katharine Dunbar, "Katharine Gibbs Secretarial School"
April 9, Mr. Harold Vogtborg of Armour Institute, "Planning Admiral — Byrd's Snow Cruiser" (Time 10:45–11:45)

THE SENIOR PLAY, "Berkeley Square," will be given MAY 3rd and 4th.

HIGH SCHOOL THIRD QUARTER EXAMINATIONS, April 10th, 11th, 12th.

The Seniors will start their examinations Tuesday afternoon, April 9th.

An Earnest Plea

The rapidly increasing number of children that are taken out of classes to extend the spring vacation beyond the legal limit is becoming a serious handicap to the welfare of the School.

Three years ago the School added two days to the customary ten days of this recess so as to make it possible for all children to be back at School on time. The parents were most helpful at first, but gradually the attitude of a small group has changed and now, instead of doing all they can to keep their children's vacation within the limits allowed, they undertake vacations of greater length and at greater distances than they otherwise have attempted.

This is decidedly unfair to the group of parents who do not plan such extended vacations, many of whom have just as valid excuses to do so as the others. As the situation now stands, a total of forty-seven students have missed completing their classroom work and have thereby added considerably to the burden of the teachers.

The curious part of this, however, is that it is mostly in the older grades. There are only nine children out of the Lower School while there are eighteen in the two Middle School grades and twenty in the High School, the worst offender being the junior class. It is also interesting to note that three times as many girls request vacation increases as do boys.

Frequently the same parent who is quite insistent about the need of keeping her child's nose to the grindstone at other times is the one who wishes to excuse her from classwork at this time. If a child is having a hard time keeping up with the others in his class, the extra burden of falling behind even a few days may become the determining factor in losing his promotion.

Of course, there are conditions of health and other matters which outweigh these academic considerations and the School will aid cheerfully in all such cases. However, they are not many and the parents accept cheerfully the fact that health comes before scholastic success, but when twenty percent of the girls of the School are given extra vacation at one time, it is obviously not a matter of health and certainly is very unfair to the others who remain conscientiously attending their classes.

Such a condition calls for prompt remedy. I ask the help of all the parents, for I am sure that, if each one involved realized the extent to which this vacation problem has grown, he would not continue to add to the school's difficulties.

PERRY DUNLAP SMITH

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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The Automobile Menace

Last fall I requested help from the parents in the matter of keeping the risk of automobile accidents under control. There seemed to be an increasing feeling of indignation among the parent body against those parents particularly whose children, being permitted to drive cars to school, were not only ostentatious but also decidedly reckless drivers. These parents, it was felt, were risking the safety of the children of all the other parents by their failure to realize and curb the irresponsible behaviour of their own.

The School had declared its policy in September and asked the cooperation of all parents in putting into effect the following regulations:

1. That children below the eleventh grade be not allowed to drive cars to school, and
2. That seniors and juniors drive cars only with special permission from Mr. Corkran.

It was agreed to make special exceptions for ninth and tenth grades in cases where it would be a severe inconvenience not to be able to drive to school. Only one family made application for such a privilege, but there are many students of these two grades who are driving to school.

The situation this year, in spite of these new regulations, has not improved. In many ways it is worse. Certainly the number of accidents is much greater and is not confined to ninth and tenth grade pupils.

Two tenth grade boys, one driving a borrowed car, smashed up during an escapade after school in which one car was pursuing the other. There were several other tenth grade boys in each car, and one was knocked unconscious for several minutes.

An eleventh grade girl was involved in a serious accident near her home.

Two other eleventh grade girls had minor collisions.

An eleventh grade boy was badly shaken up by a serious accident.

Two other eleventh grade boys were involved in an accident but escaped without injury.

A twelfth grade boy was in a bad smash-up.

In addition to these accidents there have been several arrests for reckless driving, one senior boy and three tenth grade boys, to my knowledge. One of the tenth graders whose license had been taken away by the police disregarded the police order and drove several times without a license. He was involved in another accident a few weeks later after his car had been returned to him.

While none of these cases resulted in serious bodily injury, the total number of accidents is significant. In the first place, it would seem to indicate that high school children driving cars without adult supervision have an alarming number of accidents; and, secondly, that those children who are able to talk their parents into letting them drive freely are also the children who do not seem to be under sufficient parental control to insure a wise restraint in the use of such a privilege. These parents have frequently stated as their reason for making such concessions to their children that "all the others do it, too," so "it

does not seem fair" to inhibit their children — a weak argument at best. Some boys are mature enough to drive cars well, but after a lad has shown by his own actions that he cannot safely be trusted to steer his car through a tight place, he is clearly a menace to the others. His parents should restrict his driving at least until the following year.

I believe that no ninth or tenth grade boy should be allowed to take other students out in his car during or after school unless he receives special permission for each occasion.

If the pupils knew that they would lose the right to drive whenever they were in an accident, I think we should find a far better attitude toward driving. The School has declared its policy, but it is exceedingly difficult to enforce without the help of every parent. The Student Government has appointed a special committee to license those pupils who will be permitted to drive cars to school, but a car may always be parked around the corner. The best place to control this danger is before the car leaves the garage at home. None of the accidents happened while driving to or from school. If the student is allowed to have free use of the car, accidents will happen. Those students particularly who drive carelessly and blatantly should be deprived of their cars regardless of age or grade.

PERRY DUNLAP SMITH

The Music Major Course

The Music Major Course is elective, and is offered in the Eleventh and Twelfth Grades for those students whose interest in music goes beyond what is offered in the regular music classes. The choral work in the High School Chorus is considered part of the course; in addition to this there are two periods a week, one of which as a rule is devoted to Harmony and the other to History and what is known as 'appreciation.' Many colleges accept the completion of this course as a unit toward graduation, and if the student is also receiving instrumental or vocal training from a teacher in recognized standing, such work may count as an additional unit.

The study of Harmony includes the harmonization of melodies and basses in Major and Minor Keys, using common chords, seventh chords and unessential notes; a knowledge of various forms of cadence and modulation. Ear-training plays an important part in this work, and some previous knowledge of scales and chords, while not required, makes the work of the first few months considerably easier for the student.

The History Classes are designed to give an outline of music from the Sixteenth Century to the beginning of the Twentieth, and to provide a working knowledge of the forms in which music has been written. The order is, on the whole, chronological, but with considerable freedom in discussing the evolution of Form and the development of 'Schools.'

The Music Department's steadily growing library of records is used to expand the student's knowledge of all forms of music: singing by solo voices, ensemble and choral groups; instrumental compositions for all combinations and aggregations of instruments; and characteristic music for archaic instruments, such as the harpsichord and the flute. As much as possible of the solo and choral music is sung by the class, and compositions for piano are frequently played by students as well as by members of the faculty. Every encouragement is given to develop interest in performance for enjoyment. Students are encouraged to borrow records to play at home, and this has resulted in a wider use of the records, and in an increased familiarity on the part of the students with a great variety of music, whether or not it is being currently studied in class. Harmony and History are not kept in air-tight compartments; a techni-

cal device learned and practised in Harmony class comes to life when discovered in the work of a great composer.

Owing to the limitations of time and of the record collection, comparatively little attention is devoted to opera. With this exception, the student is introduced to, and becomes to some exent familiar with, every type of music, from short dance forms to symphony.

A gratifying aspect of the work with the Music Major Classes has been the robust and spontaneous effort on the part of students to explore every resource that will give strength and validity to their knowledge and enjoyment of music. Independent reading of the many fine books available on musical subject and personalities; attendance at concerts; and a thriving interest in the best programmes that radio offers testify to the solid and intelligent pleasure that the students find in a trained approach to music.

RAMSAY DUFF

VARSITY BASEBALL SCHEDULE —

May	3rd, Francis Parker	here	3:30
May	4th, Alumni	here	2:00
May	8th, Latin	here	3:30
May	11th, Milwaukee C.D.	here	2:00
May	15th, Evanston J.V.	here	3:30
May	18th, Milwaukee C.D.	there	2:00
May	22nd, Evanston J.V.	there	3:30
May	25th, Alumni	here	2:00

George Green and Bill Watkins have been elected cocaptains of the Baseball Team.

MORNING EXERCISE — Opera Movies, Friday, May 3rd

MAY DAY — Friday, May 17th, 10:30 A.M.

SENIOR PLAY, "Berkeley Square," May 3rd and 4th

This year the Seniors are giving a very interesting and difficult play, but seem to be doing extremely well so that Parents whether they have a child in the cast or not will be well repaid for their attendance at these performances.

FACULTY TEA — Monday, May 5th, at 3:30 — Hostesses, Mrs. Morris Wilson and Mrs. George Green, 12 Grade

MEMORIAL DAY VACATION — Students will leave at the close of school, Wednesday afternoon, May 29th, returning Monday morning, June 3rd, at 8:30.

GRADE PLANS AND MEETINGS

Kindergarten — The seniors in the Kindergarten are going to start a garden to raise lettuce for their rats. They are also planning a trip to the greenhouse to buy plants for the garden. Both the junior and senior groups are going on a trip to the Fire Station. On May 28th, they will visit the Lincoln Park Zoo.

Mrs. Robinson is returning this summer to Quinibeck Camp in Vermont, after an absence of two years as assistant to Miss Dodge.

Third Grade — The children have been earnestly following the North Shore and Northwestern project in Winnetka. They have made a miniature project in their room and rather regret that it is almost completed. In the wood-working department they are making stilts. So far Miss Griffin is the only expert in walking on them.

Fourth Grade — During the month of May the children will enrich their interest in Nature Study by making excursions to a ravine in Highland Park, the Skokie Lagoons, Walton Woods, and one of the beaches along Lake Michigan. Schoolroom reading will include Grecian Nature Myths and various texts, such as Bouton's Traveling with the Birds. On May 13th, the group will attend a play, "The Bumble Bee Prince," given by Junior Programs Inc., at Skokie School.

Seventh Grade — The Students are planning two field trips in May. One to the Chicago, Milwaukee and St. Paul Railroad, and the other to the Ford Plant. They expect to have their annual picnic the latter part of he month.

Middle School — The time of dismissal on Tuesdays and Fridays has been changed from 4:45 to 3:30.

The following is an account by Mr. Smith of his experience in the recent New York Central wreck at Little Falls, New York, written at the request of one of the parents.

It was pretty grim, but through it all, people were magnificent in their acceptance of the inevitable. Each quietly went about doing the best he could to help all those near and to try to understand what had happened.

The train crews were superb. The railroad calling has, at a time like this, as great a tradition as soldiers or men who follow the sea, and every one of those New York Central employees lived up to it. The colored porters were marvels of self-control, unselfishness, and devotion to duty. Three died, one in my car, but the rest while they could stand never ceased to work to extricate the passengers, get help to the injured, and minister to the comfort of the rest of us, never even noticing the seriousness of their own wounds.

I had gone to bed at about nine-thirty, and shortly to sleep. I awoke with a feeling that something was wrong, then felt a severe crash and wondered if the engineer was new and had slammed on the brakes too hard. Another crash and I guessed the train must have hit something. Then a tremendous crash and I knew it was serious. I felt the car leave the rails and bump for five or six seconds over the ties, but still upright. Then we tipped over squarely on one side, came to a stop, and I realized that everything from the section opposite had fallen onto me. I was wedged in pretty tight, but fortunately mattresses and curtains had come together with pieces of heavy iron, so I was not hurt.

I moved carefully and managed to crawl to an up-ended seat arm and, by standing on that, could reach the window overhead. It was a new car and the window catches were not jammed. I got the first window open a few inches at a time. The outer window was harder, but that yielded in the course of time, and I poked my head out into the air.

Behind the clouds there was a full moon, which diffused the light over the wreck. I could see the river below us. Everything was quiet and the wrecked cars lay peacefully at unnatural disturbing angles along a cliff and across the tracks. A group of people were peering down at us from the highway which runs along the top of the cliff. I called and asked if they could throw down a flashlight, but they had none, so I turned back into the car to assure my three car-mates that we were in no immediate danger and could leave by the window when we were ready.

After we had found our clothes and organized ourselves we climbed out and went up a ladder to the top of the cliff. There the good citizens of Little Falls had organized a taxi service to the one hotel. At the hotel, I found it was one o'clock. At about three-thirty A.M. the relief train took us to Utica, twenty miles away, where, after a breakfast, we were put aboard a train for Chicago.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume II JUNE, 1940 Number 18

One of the distinctive characteristics of the School this year has been the amount of time and interest devoted to planning for its future. At the first meeting of the Board of Directors last fall a committee on the future of the School was appointed. It met regularly every week until Christmas time and was assisted in its deliberations by a similar committee of the faculty studying the same problems.

Later an advisory committee of the Parents Association was appointed, which has gone to work vigorously in helping to work out the details of the plans which have been evolved.

Much of these will involve two years of preparation before they can be launched, but the rest will go into effect at the opening of School next fall.

The most important changes will involve the Middle School. Several years ago, the seventh and eighth grades were assigned to a building of their own with a special faculty group who were peculiarly fitted to understand and direct the particular needs of these children. They were thus able to receive more adequate treatment.

This arrangement has worked out so well that it has been decided to enlarge the group by adding to it the sixth grade so that they, too, will have the benefit of the more maturing experience of being with a larger unit under specialized teachers.

Mr. Ronald Gleason will be the director of this enlarged Middle School unit. He will act as room advisor of the seventh-grade group and also will direct the mathematics program in all three grades. Miss Janet Harvey will act as room advisor of the sixth grade and will direct the English and literature classes. Mr. Nathaniel French will again act as the eighth-grade room advisor and will be in charge of the work in social studies.

Mr. Gleason and the special faculty have worked out several advantageous changes in the time schedule so that it will now be possible for Middle School pupils to make arrangements to take advantage of scout activities, music lessons, dancing classes, et cetera, without sacrificing, to any great degree, afternoon classes. There will be supervised study periods where the children may receive help in solving their particular difficulties as well as with their regular assignments.

The Science Department has worked out a program of exploratory work which should prove fascinating to children of the age when curiosity and interest in what makes things click are at their height.

In the field of English, Miss Harvey has worked out an unusually broad and thorough program which will include dramatic production with Miss Radcliffe and will correlate with the work in art and shop. Intensive periods with small groups working on plays will increase the appreciation of the arts and the study of narrative verse.

I plan to meet the eighth-grade children twice a week during the first semester to help them to a deeper appreciation of the Bible and of Shakespeare.

The very important question of English grammar we intend to meet by a definite course in the fundamentals of Latin under Mrs. Childs during the second semester. For those children who may wish to continue the study of Latin in college, the advantages are obvious; for those who do not, the foundation in the knowledge of the principles of grammar will be laid.

These two courses will also enable the eighth-grade pupils to come into contact with High School teachers, using the methods which the children will meet the following year; and so help to bridge the gap between the Middle and the Upper School.

German and French will be offered to students desiring either of these languages provided they are not having difficulty with their own tongue. As there are usually fewer pupils in the German classes, they usually have the advantage of more individualized work and greater progress.

The music will be under Mr. Duff in the seventh and eighth grades and under Miss Hancock in the sixth as previously.

There are several other changes contemplated which we feel will help to bring about an atmosphere of controlled freedom and gradually increasing responsibility on the part of the Middle School pupils as well as a sense of satisfaction from a steadily growing mastery of subject matter. We believe this program will make those three years of growth and change fascinating and systematic to the child so that he may not only lay the foundation for his progress in the years to come, but may also be conscious of living fully and joyously in the present.

Mr. Reginald White has accepted a position as Headmaster of The Peninsula School in Menlo Park, California, for next year. He has served this School effectively and eagerly as English teacher and Head of the Middle School for several years. Our debt to him is great and we shall miss him sorely. We all wish him Godspeed in his new responsibility as he joins that honorable company of seven other teachers of our School who have been called to take the helm at other institutions of learning.

PERRY DUNLAP SMITH

GRADE PLANS FOR JUNE

Kindergarten

Mrs. Robinson has been invited to be on the staff of the Massachusetts Childhood Education conference to be held at Wellesley College, the last week in June.

Second Grade — There will be a final picnic for the children and parents on June 6th, at 6 o'clock, at the home of Mrs. C. M. Wynns, Highland Park. Parents are to bring picnic suppers and games are being planned for all.

Third Grade — Parents and children will meet at the home of Mrs. Abel Davis, 600 Sheridan Road, Glencoe, Monday evening, June 3rd, at 5:30.

Fifth Grade — A beach party is planned for parents, children and faculty at the home of Mr. and Mrs. Richard Mayer, 411 Lakeside Terrace, Glencoe, on Thursday, June 6th, at 6 o'clock.

Sixth Grade — Grade picnic at the Keller Farm, the afternoon of June 6th.

Seventh Grade — Picnic for parents and children, June 4th, from 5:30 to 8:30, at Mrs. Modie Spiegel's, 963 Sheridan Road, Glencoe.

Eighth Grade — Beach party at 6:30, June 3rd, at the home of Mr. and Mrs. Robert Bensinger, 1145 Sheridan Road, Glencoe.

Tenth Grade — Parents and children will meet at Mr. and Mrs. Herbert Mayer's farm, June 4th, for a picnic supper from 6:00 to 9:00.

Eleventh Grade — Plans are being made for a picnic to be held during the first week in June. Details will be announced later.

Twelfth Grade — Following Commencement, Friday, June 7th, the Seniors, parents and faculty will have their picnic at 6:30 at the home of Mr. and Mrs. Carl Bingham, 145 Prospect Avenue, Highland Park.

MORNING EXERCISES

Monday, June 3rd, a play, by the Tenth Grade Girls.

Tuesday, June 4th, Final Town meeting.

Wednesday, June 5th. Since school will be dismissed at noon for the senior luncheon and the stunts following, there will be no morning exercise, but classes of the sixth and seventh periods will be held during this time.

Thursday, June 6th, and Friday, June 7th, Rehearsals of the High School for Commencement.

DEPARTMENTS

Music Department — Programme for Commencement, June 7th

Processional — Festival March by Weber

Senior Orchestra

"Landsighting" — Grieg
Hymn of Gratitude — Haydn
"How Lovely Is Thy Dwelling Place" — Brahms
"Turn Back, O Man" — Holst

High School Chorus and Orchestra

Recessional — Festival March — Mendelssohn

Costume Committee — This year it has been most gratifying to see so many Mothers helping in the costume department, and we wish to thank them for their able assistance. We wish also to thank the Mothers who have so generously made donations of materials, flowers, costumes etc.

Art Library Committee — The Art Library has had a most successful year insofar as the parents, children and faculty have been more aware of the benefits possible from the material in the Library. The books and pictures have been more freely used and the various exhibits well attended.

IMPORTANT

Examination dates to remember

Senior final examinations, June 3rd, 4th and 5th.
Final examinations for Freshmen, Sophomores and Juniors, June 10th, 11th and 12th.

College Board Examinations — Saturday, June 15th, to Saturday, June 22nd, inclusive.

COMMENCEMENT WEEK

Senior Luncheon — Wednesday, June 5th, 1:00 P.M., for the Parents of the Senior Class, Alumni, Directors and their wives and the Faculty. The Freshmen will serve.

Stunts — Wednesday, June 5th, 2:00 P.M., Parents of the School, Alumni, Directors and their wives and the Faculty.

Lower School Commencement — Through the cooperation of the music, art, shop and drama departments and the sixth grade parents, the operetta, "The Stranger," will be given at 10 a.m., Thursday, June 6th, in Walling Hall.

High School Commencement — Friday, June 7th, 3:30 P.M. Parents of the School, Alumni, and friends of the Senior Class.

JUNIOR PROM — Saturday, June 8th.

LOWER SCHOOL — closes on Thursday, June 6th, 1940, after the Lower School Commencement

MIDDLE SCHOOL — closes on Friday, June 7th, 1940, after the High School Commencement

UPPER SCHOOL — closes on Thursday, June 13th, 1940

NEXT FALL, School opens, **MONDAY, SEPTEMBER 16th, 1940**

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III OCTOBER, 1940 Number 19

With the opening assembly on Monday, the sixteenth, the School began the twenty-second year of its existence. I wish that each one of the parents could have shared with me the experience of facing the group of boys and girls who came back together on that day to continue their work here. There was something electric in the air. The older members and the faculty seemed to show a determination, as never before, to give everything they have for the building of the character and moral stamina that will be necessary in this country and in the world if democracy is to survive, and the students likewise seemed determined each to contribute his share to the defense of our ideals.

A year ago at this time it had seemed clear that, in this struggle for the welfare of mankind, no neutrality was possible; but that, though we might not fight with military weapons, each would be called upon to play his part. This year (it was clear in the faces before me) each one had determined to play his part well and realized far more than last year what total war and total defense might mean.

The magnificent example of the civilian population of London, where the children and the aged are all rising so heroically to the test, has brought home to us a lesson which none of us can evade. A democracy, to exist, must be strong, particularly strong in moral fibre and in the determination that our type of government shall not perish from the earth. In this each child and individual will play his never so little part. As never before in the history of mankind it seems that each individual's character counts. I believe the children are sensing this but must do so still more.

This School was founded upon the principles of the sacredness of individuality and the underlying, fundamental desire to be of use to one's fellows and on faith in family life as a corner stone of democracy. Today it becomes, together with other schools equally committed to these ideals, actually an outpost of democracy. We must do our utmost and play our part to the full.

I felt the School was readier to accept this heavy responsibility, gladly and efficiently, than ever before in its existence. Although we are smaller than we were last year at this time by some dozen pupils, the grades are better balanced as to boys and girls than they have been for a long while. The faculty too seems to have acquired a unity of purpose and ideals, and a determination to put them into practice, which are the most complete we have ever had.

The new Middle School equipment has brought about a change in appearance and in physical conditions which far exceeds our expectations of last year. Through the generous gift of the Barber family as a memorial to Mr. A. H. Barber, Eliot Hall has been renovated and decorated throughout, even to the addition of acoustical tile on the ceilings. The result is delightful and has produced great enthusiasm and joy among both teachers and pupils.

The Barber family also made it possible to re-equip the chemical laboratory with fluorescent lights, new tables, linoleum on the floor, and sound-proofing on the ceiling. This has added zest to the work in the High School. They also made gifts to the library (books) and to the athletic fields, the latter be-

ing greatly improved through the erection of a large baseball backstop and cage and through the realignment of the football field, making possible a permanent baseball diamond. We are all deeply grateful for the physical advantages which these gifts have added to the School; but of course, most of all, we are thankful for the spirit which lies back of it, in the challenge that its implied faith in the School makes to each one of us to make the School a better place for all.

We are all very proud and deeply grateful for the excellent record which our graduating class last June has made at the colleges. This class is the first which has succeeded in winning three Regional Scholarships at one time; namely, those of Vassar, of Bryn Mawr, and of Yale. One applicant for Bryn Mawr was rated among the highest ten girls to be admitted, and there were many other honors scattered among the various colleges. This has set a standard for the classes to come which will be both helpful and inspiring, for our boys and girls are beginning to realize that this is a school of high standards and ideals and that we live up to them. This year of all years no one can afford to be coddled or to be easy on himself. We have all determined to build that moral backbone and character on which we will have to depend if we are to play our part in the days ahead. And with the cooperation and understanding of the parents, which we have already begun to feel, I am confident that we will not only maintain the high standards the School has developed in the past but will also exceed them. — PERRY DUNLAP SMITH

PARENTS' ASSOCIATION ANNOUNCEMENTS

GENERAL MEETING — October 21st

The first General Meeting of the year of all the parents of the North Shore Country Day School will be held on *Monday, October 21st, at 8:00 P.M.* The parents will please go directly to their child's room. Kindergarten through the *fifth* grade in Walling Hall, sixth, seventh and eighth in Eliot, and the ninth through twelfth *in the girls' rooms* on the first floor of Dunlap. The faculty will be there to meet the parents and immediately at the conclusion of these meetings, all are invited to gather in the Auditorium where Perry Dunlap Smith will extend a special greeting to new parents and give a talk on "Parents and Preparedness." Short resumés will be given of the work and plans of the various committees. Afterward refreshments will be served in Walling Hall and everyone is urged not to miss this enjoyably informal part of the meeting.

GRADE PLANS AND MEETINGS FOR OCTOBER

Many grade meetings are being planned for which definite dates are not yet available and concerning which notices will be sent by mail as most of the first meetings will be held before the General Meeting.

KINDERGARTEN — Mrs. Pritchard, chairman, announces that there will be a tea and book exhibit for both junior and senior mothers of the kindergarten the latter part of October, the exact date to be announced later by mail.

THIRD GRADE — With the date not yet decided a meeting is being planned for October which it is felt will be of great importance since the interest and responsibility shown will indicate the potential value of the parents as a unit and as a part of the school. All parents are urged to attend in order that the aims and purposes of the year's work, for both the young *and their parents,* may be thoroughly understood by every member.

SIXTH GRADE — The mothers of the sixth grade have already met at the home of the chairman, Mrs. Albert Harris Barber. Their first meeting of all parents will be as part of the Middle School.

MIDDLE SCHOOL — The sixth, seventh and eighth grades will hold a joint meeting on Monday, October 28th, at the home of Mr. and Mrs. Denison B. Hull, 115 deWindt Road. Mr. Smith will speak, following which he will answer questions from the parents.

NINTH GRADE — The officers have already met with the new mothers of the grade and are planning an October meeting which will be announced by mail.

ELEVENTH GRADE — There will be a supper meeting of the eleventh grade at school the night of October 11th. Supper will be followed by square dancing directed by Mr. O. Q. Hamilton. A gaily informal evening is expected and all members are urged to be present.

NOTICE TO GRADE CHAIRMEN

When wishing to reserve the lunch room for a meeting for your grade, please be sure to check with Mrs. Pope and Mr. Bollinger, not only to be sure to have the lunch room reserved for your group for a particular date, but also as to plans and requirements for whatever refreshments you wish to serve.

DEPARTMENT PLANS FOR OCTOBER

Music Department

Information for Parents — The Music Department announces that the following teachers will be available for private lessons at the school:

Pauline Manchester — Piano
Elizabeth Hancock — Piano
Ramsay Duff — Piano
George Swigart — Violin and Viola
Estelle Swigart — Violoncello
Raymond Kraft — Wind Instruments
Norma Gordon — Voice

Any further information may be had from Mr. Duff.

Varsity Football Schedule:

October 5th, 10:00 A.M., Northbrook High School (there)
October 12th, 10:00 A.M., Todd School (here)
October 19th, 10:00 A.M., Harvard (here)
October 26th, 2:00 P.M., Milwaukee Country Day School (there)
November 2nd, 10:00 A.M., Frances Parker (here)
November 9th, 10:00 A.M., Wheaton Academy (there)
November 15th, *FRIDAY*, 3:00 P.M., Chicago Latin (here)

Hockey:

The girls will have games with Latin School for Girls, Roycemore, Kemper Hall, in Kenosha, Milwaukee Downer Seminary, Marywood and Ferry Hall. The exact dates will be announced later. Every Saturday morning at 9 o'clock there is practice for the Allied Members of the North Shore Hockey Association, at Skokie Playfield.

Art Department

An exhibit is announced by the Art Department for the week beginning Monday, October 14th, presenting the work of Miss Bacon and of Mrs. Brcin.

MORNING EXERCISES

Work has already been started on the play which will be given at the morning exercises on October 31st to observe Hallowe'en. The second grade and the ninth grade girls will take part. The class in French IV will present a play, "La Surprise d'Isidore," the morning of October 11th. We have had the pleasure and advantage of hearing talks in Morning Exercises by various parents on their hobbies, interests and businesses which we have felt useful and broadening to the School. We would like to resume these. If you have such contributions, will you get in touch with Miss Radcliffe or Mr. Millett through the office.

COMMITTEES

Costume

At the beginning of the year new parents and old who wish to familiarize themselves with the various activities of the School, should be sure to visit the "Costume Room" on the third floor of Knollslea. The Costume Committee members are there each Tuseday morning throughout the school year and will be glad to have parents drop in for a visit. If you are interested and would like to help, please call Mrs. Robert Gordon, Winnetka 1027.

Faculty Teas

Mrs. Jules DeLescaille will take charge of the Faculty Teas. The first one will be on Monday, November 4th, for which the grades to act as hostesses will be announced later.

As a matter of interest and information, the following list of the Committee Chairmen for the current year is presented:

Office Committee	Mrs. Darrel Boyd 47 Indian Hill Road	Tel Winnetka 2965
Lunch Committee	Mrs. George P. Lynde 302 Forest Avenue	Tel. Winnetka 3225
Costume Committee	Mrs. Robert Gordon 1345 Private Road	Tel. Winnetka 1027
Library Committee	Mrs. Earle Johnson 600 Ridge Road	Tel. Wilmette 302
Art Library Committee	Mrs. Charles J. Kostbade, Jr. 120 Woodley Road	Tel. Winnetka 2173
Faculty Teas	Mrs. Jules DeLescaille 770 Ash Street	Tel. Winnetka 2658
House Committee	Mrs. John K. Coolidge 1080 Pelham Road	Tel. Winnetka 361
Steering Committee	Mrs. Arthur W. Wakeley 234 Leicester Road	Tel. Kenilworth 2666
Chairman of Notes	Mrs. James H. Eldredge 800 Walden Road	Tel. Winnetka 105

The officers of the Parents' Association for the current year are as follows:

President — Mrs. Earle F. Johnson
Vice-Presidents — Mr. Ralph Batten, Mr. Henry C. Bartholomay
Secretary — Mrs. Francis T. Wilson
Treasurer — Mrs. Herbert G. Mayer

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III NOVEMBER, 1940 Number 20

INDIVIDUALITY and DEMOCRACY

I have just returned from attending my first meeting as a member of the Board of Overseers of Harvard University. It was a most interesting and enlightening experience for me. With the whole world locked in a life and death struggle over the existence of democracy, here was a democratic device which has been functioning for over three hundred years in the successful control of a university whose assets are listed today at more than one-hundred-and-fifty-million dollars. The Honorable Charles Francis Adams presided at the meeting; Governor Saltonstall of Massachusetts came in and took a seat next mine; across the table was Lieutenant-Governor Polletti of New York; U. S. Assistant Secretary of State William R. Castle of Honolulu sat beyond him. There were men from all parts of the country and with all sorts of backgrounds, but they were all freely giving their services to the cause of education and freedom to search out truth.

I could not help thinking of the services rendered to the nation and to the development of democracy by the families of some of these men. Certainly the tradition of the Adams family has been a glorious one in the defense of freedom. Each succeeding generation has carried it on. To produce such a spirit a family must have an intensity and individuality of an unusually marked sort. Yet today we hear people rate such purposeful family spirit as snobbish. I wonder if it is not, rather, essential to the welfare of democracy. Where are the families of this type today? Do we produce them any more? The horrid thought occurs to me that we do not and that it may explain somewhat the lessening of enthusiasm for the defense of democracy.

Our School is dedicated to the continuance of the family and the spirit of the family in the community. It is also dedicated to the preservation of the individual personality. Sometimes these two seem incompatible, especially in a democracy, but I do not believe this is so. There could hardly be a more individualistic family than the Adams family; and yet they were one of the most valuable assets of our democracy in its most trying days. I do not believe we need fear to foster a proper family pride in our homes, especially if that means — as it should — standards of service, of conduct, and of integrity which will hold its members, regardless of how much the standards of others may loosen and lower. Do we not need, especially in a democracy, families who hold to their beliefs in spite of every attempt to weaken them, even people who are willing to die for an ideal? Everyone of us as parents has a chance to do his bit in this direction, and certainly the School should at least attempt to lead the way. This is a common cause in which we can all serve our children and our countrymen.

One interesting fact which I discovered on my trip to Cambridge last week was that Harvard College compiles a record every ten years of all the schools who send boys to Harvard College. On studying the most recent of these records, I discovered that our School has had more students accepted by Harvard College than any other school, public or private, west of New York City (not excepting Lawrenceville or the Hill School). Moreover, we have sent more than twice as many boys to Harvard during that ten years as any school in the entire Middle West except St. Paul Academy and St. Louis Country Day. We have sent more than twice as many as any other school in the Chicago area, public or private. I had not realized that we were so outstandingly the leading preparatory school for Harvard within this entire area west of the Hudson.

Another gratifying bit of information was to learn that both of the class officers elected by the freshman class at Bryn Mawr this fall were our graduates, namely, Lois Mason and Nancy Scribner. — PERRY DUNLAP SMITH

DEPARTMENT PLANS FOR NOVEMBER

Lower School Art Department

We have a new parent activity in the Lower School called "The Building Beautiful Committee." One parent from each floor will serve, meeting with Mrs. Harris, the chairman, and Mrs. Brcin once a month to mount work done by the children and hang it, in either the classrooms or the halls. The committee will also be responsible for selecting and hanging the changing exhibit taken from our collection of colored reproductions of art works. In addition, the committee will make suggestions and carry them out for the improvement of the general appearance of the whole Lower School Building.

Middle School

Parents will have an opportunity to meet individually with the Home Room Teacher early in November to discuss the progress and needs of their children. Appointment letters have been mailed to the parents.

The Middle School Parents' meeting will be held at the home of Mr. and Mrs. Denison B. Hull, De Windt Road, Winnetka, on Monday evening, November 18th. Mr. Smith will make pertinentt remarks about the Middle School and parents will be given an opportunity for discussion with the various teachers.

The parents and children of the Middle School have planned Monday evening, December 16th, for their annual Supper and Toy Shop Party at School. Cafeteria dinner will begin at six-thirty and the Toy Shop will close about nine o'clock.

Physical Education Department

Varsity Football Schedule:

November 2nd, 9:00 A.M., Francis Parker, Jr. Varsity (here)
10:00 A.M., Francis Parker, Varsity (here)
November 9th, 10:00 A.M., Wheaton Academy (there)
November 15, *Friday,* 3:30 P.M., Chicago Latin (here)

Field Hockey Schedule:

November 1st, 2:30 P.M., Girls' Latin School (here)
Middle and High School, six teams
November 8th, 2:30 P.M., Roycemore (here)
Four teams
November 16th, 2:30 P.M., Milwaukee-Downer (here)

November 26th, Girls' Hockey Banquet, in the Lunch Room at School at 6:30 P.M.

The members of the Junior and Senior classes are being offered the opportunity to sign up for *active* participation in a series of square dances which will be held in the Girls' Gym under the direction of Mr. O. Q. Hamilton. The date of the first one is November 15th; dancing will be from eight o'clock until ten.

Physical Education — High School and Middle School

A common fallacy in the minds of many people is that successful football, hockey, basketball and other representative teams constitute an adequate Physical Education program. As part of the daily program at North Shore, a period of physical activity is required of every child in school. In the fall a program for the middle and high school consists of hockey for the girls and football for the boys. In both boys' and girls' activities the individual is grouped with others of comparable ability and weight. The object of such an arrangement is to provide an opportunity for everyone to participate on a team.

During the winter a wide selection of activities is offered, consisting of badminton, ice skating, boxing, wrestling, body building and conditioning exercises, dancing, volley-ball, tumbling and intramural basketball. Varsity basketball schedules are arranged for both boys and girls.

In the spring the program again moves outdoors where baseball becomes the predominating activity. Intramural soft ball leagues are formed for both boys and girls. The girls may select archery or track if they prefer. During the past few years hardball has become popular and a varsity schedule is played.

There are occasions during the year when the boys and girls participate together in hockey, basketball, baseball and folk dancing. This program from year to year is flexible and is built around student interests and needs. Any success we may have atttained in the representative teams is an outcome of this program rather than being its sole aim.

Throughout the year thought is given to making a program which will be of benefit to every boy and girl in the school, and not just for a limited few as is often found in many physical education programs. The program for the Lower School will be described in the December issue of NOTES.

MORNING EXERCISES

There are many Morning Exercises which are most interesting to those parents who are able to attend but which, because they are planned only a few days before they are to be presented, cannot be announced by the time NOTES must go to press. Anyone wishing to attend may call the office of the School any morning and be told what the subject of the Morning Exercises for that day is. The following programs have been planned for November:

November 4th, "Elections"

November 5th, "Champions of the Gridiron," a movie of the Chicago "Bears"

November 7th, "La Plaisanterie," a play to be given by the boys of French III

November 8th, Mme Wolkonsky

November 12th, Armistice Day program to be given by the Senior History class

November 20th, Thanksgiving Play to be given by the whole school

HARVEST FESTIVAL

On Thursday, November seventh, from 12:50 to 2:30 P.M., in both gyms, will be held the Harvest Festival. Each year the children, faculty and parents bring together their hobbies, collections and abilities. The afternoon is spent in seeing what others arranged as exhibits and in watching the more skillful ones work at their crafts.

Parents are urged to participate. Further information may be obtained by calling Mrs. Wilcox at school.

GRADE PLANS AND MEETINGS FOR NOVEMBER

Second Grade — The parents will meet at eight o'clock on the evening of November 12th at the home of Mr. and Mrs. Carleton Blunt at 30 Indian Hill Road, Winnetka.

Third Grade — The mothers will meet on an afternoon in November to discuss the giving of books as gifts to Third Graders. The December meeting will be on Friday, the sixth, when the mothers and fathers will work in the Toy Shop with the children and have supper, followed by singing and story-telling.

Ninth Grade — There will be a meeting for parents on Monday evening, the eighteenth, the place to be announced later, at which Mrs. Childs and Mr. Corkran will speak on "Thinking Ahead."

First Quarter Examinations, one period long, will be given in the home rooms on November 18th, 19th and 20th.

STYLE SHOW

On November 11th, at three-thirty in the Auditorium, the girls of the Eleventh Grade will hold a style show. Since that will be a holiday, an excellent opportunity is offered to see an entrancing display.

FACULTY TEA

The first Faculty Tea of the year will be held from three-thirty to five o'clock on Monday, November 4th, in the Art Library. The hostesses will be Mrs. George D. Smith of the Fifth Grade and Mrs. L. T. Wallace of the Eleventh Grade. Mothers of those grades are urgently invited to attend.

ANNUAL VAUDEVILLE — SOPHOMORE DANCE
NOVEMBER 29 — 8:15 P.M.

PARENTS' ASSOCIATION DUES

Statements of annual dues have been sent to all members of the Parents' Association. The officers of the Association wish to repeat the explanation of the computation of these dues. Formerly the dues were one dollar, which covered the expenses of the various Association meetings. With the inauguration of NOTES, the dues were increased to two dollars to cover the costs of printing and mailing.

NOVEMBER HOLIDAYS

Armistice Day, the 11th, will be a school holiday this year.

The Thanksgiving Holiday will be from November 21st to 24th, inclusive.

Material to be included in the December issue of NOTES should be in the office of the School the morning of Wednesday, November 20th.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III DECEMBER, 1940 Number 21

FAMILY PRIDE AND PREJUDICE

Last month I discussed with you the value of proper family pride as a steadying influence in the children's lives in a world when most standards seem to be falling. I was moved to those thoughts by having seen (at the meeting of the Board of Overseers of Harvard) Mr. Charles Francis Adams, Mr. Leverett Saltonstall, Dr. Channing Frothingham, and others, each of whom was carrying on in his own life a great family tradition of service to the country and to humanity.

Today I have just come from having participated in a conference on "Tolerance through Education," held under the auspices of The Council Against Intolerance in America, which has made me deeply conscious of the danger of Family Pride becoming Family Prejudice, if unchecked. No child is born with prejudices; that sort of thing cannot be inherited through the genes. It has to be taught to be acquired. Frequently it is not taught consciously or deliberately, but nevertheless it *is* taught and usually thoroughly, for, as one speaker said, "Our prejudices are frequently the things we take for granted."

No parent can be blamed for the qualities his children inherit through him from his ancestors. Those things seem to be determined by the caprice of nature; but everyone of us in responsible for the prejudices and habits of mind which our children acquire, for these all come to them after they enter our family life. At a time like the present it seems very necessary that our children acquire as few as possible of those prejudices that lead to intolerance or that would make for a lack of understanding of the sincere points of view of others which do not agree with our own.

Someone has defined tolerance as "a willingness to allow the other fellow to enjoy his own opinions," and there seems to be much to this idea. If we are going to survive the struggle to keep democracy alive in the world, we must be sure that our children feel keenly the right of the other fellow to differ with us as long as he is sincere in his belief and is willing to extend us the same privilege. We have sometimes neglected to teach (and it is particularly evident in the heat of a political campaign) that one of the duties of a citizen of a democracy is to see that the other fellow's rights are safeguarded. To my mind the most essential factor in the democracy of the British Commonwealth is what they so delightfully and paradoxically call "His Majesty's *Loyal* Opposition." While we have a prejudice for that ideal, democracy is sure to function.

For surely, just as there is proper family pride as well as false and dangerous pride, so there are healthy prejudices as well as pernicious ones. We have all a deeply rooted prejudice for democratic forms of government, a feeling that goes beyond a mere logical conviction into the realm of the emotions and the spirit and becomes faith, a belief in the ultimate working together of all things for the good of us all, that amounts to a strong and proper prejudice. Like-

wise a faith in the brotherhood of man that I hope is strong enough to overcome the cultivation of any race prejudice in ourselves and our children, that human weakness that tends at first to make us distrust anyone who seems different, which Hitler has exploited so cunningly.

On both home and school falls the major responsibility for creating the kind of pride and prejudice with which the new generation will face the world. We can build a bulwark for democracy there which will resist all attempts to break through it, or it can be honeycombed with weak spots due to preaching tolerance but practicing the opposite, and to other inconsistencies in our family atmosphere which completely bewilder the children. The things that one takes for granted are indeed a criterion of one's convictions and beliefs. It would seem that now is a good time for each of us to examine our own carefully.

* * *

One of the delightful experiences of the fall term each year is to receive letters from the members of last year's senior class. They are now well established in their various colleges and write back to tell us here how they are getting along and what they are enjoying most in their new life. I have received letters from twenty of them and none seem to have had any difficulty in adjusting themselves to their changed environment. In fact, many of them are astonished to find how much better they are prepared to meet their new problems than many of their college mates who have been attending so-called "prep" schools. One boy in a Connecticut college says, "You can always tell the boarding school students from a fellow who has prepped in a real day school in this way." A girl in a Massachusetts college writes, "You were right when you said we would not feel the change so much after having gone to North Shore. You should hear some of the . . . other . . . girls complain about having to look up things in the library for source themes and having to have footnotes and bibliographies on papers. *We* did all that long ago!"

Eight students report that Mr. Corkran's English and History classes have placed them well ahead of the others in those subjects in college; four students remark that they were promoted ahead of the others in French classes due to the work Mme.Parker and Mme.Hosier had given them here; one other was especially delighted at the way his Physics preparation had helped him at college and two boys found that Mr. Duff's training in Music was well known and a great help in making the glee club at their colleges. One girl wrote especially of the advantage of having learned manuscript writing and suggested that I pass the word on to all Seniors. Altogether it was most enlightening and helpful to have these messages and reports from our last year's class. Their interest in the School and enthusiasm for it does not seem to be abating.

PERRY DUNLAP SMITH

DEPARTMENT PLANS FOR DECEMBER

Music Department

Rhythms — The rhythm classes need scarves of all shapes and sizes, at least two feet square. Will any mother who has an old one which she is not using please send it to school? They can be left either in the office at Knollslea or in the music room in Walling Hall.

Some of the fourth, fifth and sixth grade work is being done barefoot this year. If any parents prefer to have their children wear a soft elkskin rhythm shoe, the school will be glad to order them. The cost per pair is about one dollar and twenty-five cents ($1.25).

Christmas Play — The Ninth Grade will, as usual, present the

Christmas Play and will be assisted by the customary chorus behind the scenes. Members of the three upper grades of the High School will compose the chorus and among the songs they will sing will be:

Cherubim Song . . . . . Tchaikovsky
Lo, A Voice From Heaven Sounding . . . . Bortniansky

Athletic Department

Football Dinner — On Wednesday evening, December 4th, the annual dinner for the members of the football team and their fathers will be held in the Lunch Room at six-thirty.

GRADE PLANS AND MEETINGS FOR DECEMBER

Kindergarten — In the early part of December there will be a meeting of parents of children in the Kindergarten at which The Chestnut Court Book Shop will have an exhibit of books desirable for the younger child. The details of the time and place for this meeting will be sent by mail.

First Grade — There will be a meeting for the parents of First Grade children at the home of Mr. and Mrs. Burton W. Hales, 1400 Tower Road, Winnetka, on Tuesday, December 3rd, at 8:00 P.M. Mrs. Moore will outline the work of the year.

Second Grade — Parents and children will meet in the Christmas Toy Shop on Tuesday afternoon, December 10th, to work together on the Christmas toys, following which supper will be served in the lunch room.

Third Grade — It is expected that every parent will do his or her duty to eat, drink and work with the children at the Toy Shop Party on Friday, December 6th. Supper will be served punctually at six o'clock in the grade room. Notices of this meeting will also be sent by mail.

Fourth and Fifth Grades — There will be a combined meeting of the Fourth and Fifth Grades on Wednesday, December 11th. Parents and children will meet for supper at 6:00 P. M. The art room and shop in Walling Hall will be open after supper, which will be served in the lunch room.

Middle School — On Monday, December 16th, at 6:00 P. M. the parents and children of the Sixth, Seventh, and Eighth Grades will meet for supper in the lunch room and afterward will work in the Toy Shop.

High School — On Thursday, December 12th, the parents and children of the High School will meet for work in the Toy Shop from 7:00 to 9:30 P.M.

The Toy Shop

Despite so many demands from abroad for relief work, we must not forget the continued needs at home. At North Shore we have given aid often to more than fifteen settlement houses and social service agencies in the Chicago area. We have held Toy Shop for so many years that it has become traditional. In the Lower School this work for service takes the form of classroom projects, and in the Middle and Upper Schools it is accomplished by across-class activities in the shops and classrooms of the two buildings. This year, however, it has been necessary for the Student Government to reduce drastically the allotment of funds for materials. So to carry on our work we need more assistance in collecting material and getting it to school early in the Toy Shop period. Books,

toys, games, puzzles, dolls and doll clothing and equipment, canned food, children's and adults' clothing. Christmas and gift boxes, scrapbook "makings," scraps of cloth, *et cetera* for dolls' dresses and soft toys — all these and more are useful and essential for the maintenance of the Toy Shop.

Your contributions may be sent to the home rooms or shops throughout the school. Since much work remains to be done on the articles, please act *promptly* but try not to send anything that is hopelessly beyond repair.

In addition to the evening Toy Shop meetings for students, parents and faculty as listed above in the Grade Meetings, there are afternoon Toy Shop meetings daily until four-thirty, as follows:

Seniors — every day
Juniors — Monday, Wednesday, Friday (play on other days)
Sophomores — Tuesday, Thursday (play on other days)

Alumni are always welcome at the High School Toy Shop especially.

FACULTY TEA

The December Faculty Tea will be held from three-thirty to five o'clock on Monday, December 9th, in the Art Library. The hostesses will be Mrs. Albert H. Barber of the Sixth Grade and Mrs. Holman D. Pettibone of the Tenth Grade. Mothers of those grades are cordially urged to be present.

CHRISTMAS PARTY — December 18th, 10:45 A. M., Boys' Gym

CHRISTMAS PLAY — December 20th, 4:00 P. M., Auditorium

CHRISTMAS HOLIDAY — December 21st to January 6th

MORNING EXERCISES

The Parents' Association will sponsor a series of two Morning Exercises for the High School students on December 2nd and 9th at 11:00 A. M. in the Auditorium. The speaker for these two meetings will be Mr. Clifton M. Utley, who will speak on Foreign Affairs, following which he will answer questions from the student body. Seats will be available for parents and their guests at a cost of $1.00 for the two lectures. Other Morning Exercises planned for the month are as follows:

December 2nd, Mr. Utley
December 3rd, Continuing Art in College, Nancy Blaine
December 4th, Music, Mr. Duff
December 5th, Scenes from "Julius Caesar," by the Tenth Grade English class
December 9th, Mr. Utley
December 12th, "Les Trois Souhaits," by the Ninth Grade French class
December 13th, Christmas Tableaux, by the Art classes
December 16th, Christmas Reading, Mr. Corkran
December 18th, Christmas Party
December 19th, Nativity Play, which, instead of being given earlier in the month as originally planned, will be given at this time by the First Grade in conjunction with the Christmas Poetry Program of the Lower School.
December 20th, Rehearsal, High School Procession

Material to be included in the January issue of NOTES should be in the office at school before noon on Friday, December 20th. It is hoped that the rush of Christmas preparations and activities will not interfere.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III JANUARY, 1940 Number 22

Each year the return of our former pupils at Christmas time brings joy and inspiration to the School.

The eagerness with which the graduates gather for the Christmas Exercises, many of them even before they have returned to their own homes, indicates the depth of the influence upon them, in their undergraduate days, of the beauty and sincerity of the Christmas pageant and music.

Not the least of these is the deeply gratifying experience of sharing with the little children their naive and natural spontaneity in their delight in the Christmas story and its re-telling in various forms. Far too seldom in these turbid and realistic times are young people given an opportunity for close fellowship with a little child. There is something about the trusting spirit and fresh, frank joy with which a first or second grader puts his hand into that of a high school pupil as they go together to the Santa Claus Party or the Nativity Play, which tends to bring out all the finer elements in the older student's nature and leaves a lasting imprint on his character.

This year, for the first time, we moved the Lower School exercise of Christmas poems and songs and the first grade's tableaux of the Nativity from their own rooms to the auditorium, so that the whole School might enjoy them together. This was a risk, for the size of the room and the audience might easily have spoiled the intimacy and sincerity of the children who took part. The older pupils entered into the spirit of the little children completely, however, and seemed to feel deeply the beauty and charm of it all. It was a tribute to the understanding spirit that is in the pupils of the School, and an experience of real significance to them. We hope next year to repeat this type of exercise and hope, also, that many of the parents will be able to attend. It is a most delightful addition to our Christmas together.

NOTICE FOR HOME DEPARTMENT

Every year there are many children in the School whose homes are at such a distance that daily commuting is impossible.

There are, therefore, many families living as far away as Boston who have expressed a desire to send their children to us if there were some way of providing suitable living quarters for them near the School.

An informal "Home Residence Department" grew up as long as ten years ago to meet this need. The parents of children who had completed their work at the School and who had gone on to college, expressed a regret at having to drop the intimate contacts with the life of the School which had meant so much to them for so many years.

Since these parents were experienced and had shown themselves capable in meeting the needs of adolescent children, it was easy to make an arrange-

ment whereby pupils from away were taken into their homes as members of the family during term time.

This arrangement has proved so satisfactory that the School is desirous of extending it to become one of its regular departments. For this we need to know which of our parents might be interested in joining in such a plan so that we may work out the details and publish in the catalogue an announcement describing it, together with the fees to be charged and the responsibility to be assumed.

As the new catalogue must go to press as soon as possible, it would be of great assistance if all the parents who are interested would send their names to the school office before the end of the month. A strong Home Residence Department would be a great asset to the School.

PERRY DUNLAP SMITH

GRADE PLANS AND MEETINGS FOR JANUARY

Third Grade — The suggestion of an outdoor winter party for fathers and children met with general approval at the fall meeting; the committee will therefore take up plans directly after the holidays and the party will probably take place toward the end of January. Tentative plans have also been made for an evening meeting this month. Notices of both events will be sent by mail.

Fourth Grade — Because the children of the Fourth Grade will have a major share in the organization of the annual Valentine Party they are now studying the historical background of the holiday. They are studying varieties of valentine gifts and customs of contemporary and former times in America and European countries. Perhaps you have valentines which could be shown in the bellopticon or be placed in an exhibit. If so, will you lend them to the Fourth Grade?

Ninth Grade — Mr. Perry D. Smith will speak to the Ninth Grade parents on The Pro's and Con's of Co-education on January 21st at the home of Mr. and Mrs. Herbert R. Butz, 627 Sheridan Road, at eight o'clock.

To Middle School Parents — Thanks to you, the following toys were completed Toy Shop night: Trucks, 88; Bean Bags, 125; Dolls, 24; Rocket Ships, 42; Trains, 79; Cars, 199; Bears, 45; Horses, 62. These toys and dolls, along with toys from the rest of the school, have been distributed to eleven settlements in Chicago.

MORNING EXERCISES

The following programs have been planned for Morning Exercises for this month:

January 6th, The New Year, Mr. Smith
January 7th, The Toy Shop Reviewed, Seniors, Middle and Lower School
January 8th, The Gentle Art of Caricature, Bill Taylor
January 9th, Getting the Gold Out of Poland, Brad Macy
January 10th, A play, John Jameson and Bob Taylor
January 15th, "Les Trois Souhaits," by the Ninth Grade French class
January 20th, "Itchy-Scratchy," Sound film

DEPARTMENT PLANS AND ANNOUNCEMENTS

Athletic Department

LOWER SCHOOL — PHYSICAL EDUCATION

What should one expect of a physical education program in the Lower School? A child's life during this period should consist primarily of physical activity. The program at this age is designed to develop skills, co-ordination, responsibility, co-operation, initiative and muscle growth.

Two physical activity periods are provided daily in the Lower School. One period is under the supervision of the physical education department and the other under the supervision of the room teachers.

In the first and second grades, the period with the physical education department is planned to meet the needs of the children through games which require active participation. The classes are held out-of-doors except during inclement weather. The children participate in miscellaneous active games which involve running, chasing and tagging. The period under the supervision of the room teachers throughout the Lower School is, by comparison, a free play period.

The boys and girls in the third, fourth and fifth grades are separated, the reasons for this being the general difference in strength, skill and interest in activities. The boys participate in modified touch football, soccer and softball, during the fall and spring. The activities indoors are of a more formal type. This work consists of group games, marching, rope climbing, tumbling and allied interests. Great enthusiasm is shown by the girls during the fall and spring for softball, stealing sticks, soccer baseball and modified soccer. Their indoor work is varied by the addition of high jumping, apparatus work, which includes the rings, ladder, balance beam, elementary tumbling and group games.

Each year in the lower school the boys and girls experience activities which are not only preparation for the grade to follow, but also provide progress from individual performances to group co-operation. The boys and girls are brought together throughout the year in games and in preparing for the folk dances performed at the Santa Claus party, Valentine party and May Day.

Through a program such as this, we strive to consider and satisfy the needs and pleasures of the individual as well as the group, keeping in mind the all-around physical development of the child.

Basketball Schedule

January 15th, Latin School, there, 3:45 P.M.
January 18th, Wheaton, here, 2:00 P.M.
January 22nd, Northbrook, there, 3:00 P.M.
January 25th, Harvard, at Geo. Williams College, 2:30 P.M.
January 29th, Francis Parker, here, 3:45 P.M.
January 31st, Evanston Junior Varsity, there, 3:45 P.M.

Music Department — Rehearsals for "Ruddigore," by Gilbert and Sullivan, will commence immediately after the opening of school. Most of the students of the 10th, 11th and 12th Grades and some of the 9th Grade boys will sing in this production; the remainder will be occupied with business management, scenery, stage-work, lighting and make-up. The performance, scheduled for March 14th and 15th, is given with the co-operation of the Art, Shop, Drama and Physical Education departments.

We are planning to continue the series of programs arranged for our Morning Exercises by Mr. George Shapiro. On each occasion, a member of Mr. Shapiro's orchestra gives a recital on his particular instrument, demonstrates the range and characteristics of the instrument and plays typical orchestral passages and cadenzas. During November and December we heard Mr. Belinsky on the Oboe and English Horn, Mr. Soeller on the Flute and Mr. Weber on the Clarinet. The next recital will be one of music for the French Horn. Dates will be announced later.

COMMITTEES

Library Committee — The library committee has accessioned two hundred and thirty-six books so far this year, has re-arranged the fiction and the history sections, and is now engaged in card-indexing each play from the collection of plays in the drama section. After the holidays it will be time for the annual inventory and after that there will probably be more new books to accession.

From all this it will easily be seen that, although the committee is larger than ever this year, anyone who thinks she would enjoy this kind of work will be welcomed with open arms.

MRS. EARLE JOHNSON, *Chairman*

NOTICE TO PARENTS

Complaints have come from neighbors living opposite the School grounds that cars are being parked across driveways. It will be helpful to the School in its efforts to maintain a pleasant relationship with its neighbors if parents will be careful about parking.

SENIOR PLAY

On January 31st and February 1st, at eight-twenty in the evening, the Seniors will present their annual play. The play chosen this year is "Tovarich," in the translation by Robert E. Sherwood from the original French of Jacques Deval. This comedy has been an outstanding success in France, England and America, as well as in a very popular movie version. A talented cast has been selected for this production and a sparkling performance is anticipated. Better order your tickets in plenty of time.

"NOTES" DEAD LINE

Anyone having material to be included in NOTES for February should have it in the school office on January 21st.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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THE EXAMINATION PERIOD

This month the High School will start on its second examination period of the year. As there is always much concern and some excitement over the results of examinations, it might be appropriate to discuss briefly the attitude of the School on this matter.

We do not regard examinations as instruments of scientific precision. They are as much a test of the teacher who gives them as of the pupil who takes them; the results often depend on variable chance factors and, therefore, are not to be taken too seriously.

Why, then, should the School devote so much time to examinations? The reason is that, if examinations are properly treated and considered, they become, on the one hand, a very important and effective method of learning, and, on the other hand, an excellent training for meeting similar situations in life. No successful career is ever accomplished without constantly meeting the examination technique. A doctor in consultation, a lawyer in court, a salesman before a purchasing committee, are all faced with the examination situation. Whenever one has to summon all that one knows about a certain subject, for use over a brief space of time and under intense pressure, he is repeating the examination experience and should recognize that fact. If he has had plenty of practice in such technique, under practice conditions (as he may in school), he will be not only familiar with it but also far better able to do his best. If his school experience has led him to believe in his own steadily increasing ability to master the examination, he will be no more terrified by it than he will be overcome with stage-fright if he has had plenty of successful experience in speaking to audiences.

If, however, he has been allowed to avoid all practice in taking examinations, or, if so much emphasis has been placed upon the marks given in examination that the student becomes terrified every time he faces the necessity of writing an examination, he will learn little else but to avoid such a situation whenever he possibly can.

If the student, however, aided by his parents' attitude as well as his teachers' remarks, is led to regard the examination as a means to an end — an attempt to learn more about himself as well as about his subject — and if he realizes that the mark he receives is not an absolute evaluation of his learning and will not be counted as such, but as one of many bits of evidence of his progress, he will much sooner find himself at home in the examination method. Whether we like it or not, it is still the principal method of teaching now used by colleges and graduate schools in this country, and, on the whole, works relatively well. For these reasons we try to give our students plenty of practice in mastering and understanding this method. The parents can be of great assistance in bringing about a rational understanding of the situation with their children at home. — PERRY DUNLAP SMITH

COMMITTEE PLANS FOR FEBRUARY

Faculty Tea — Monday, February 3, *Hostesses:* Mrs. Carleton Blunt, 2nd Grade, Mrs. Foster Hannaford, 9th Grade, in the Art Library from three-thirty to five.

Costume — Work will be started at once on costumes for the opera, "Ruddigore," to be given March 14th and 15th. There is much work to be done and all mothers, particularly those with children in the high school, are urged to help. No amount of time you can give is too little to be of real value and we urge that you give a co-operative response when you are called. There is much to do besides sewing; we need executives, artists and laborers as well as dressmakers. — NORMA GORDON, *Chairman*

Office Committee — Any student who is absent from school and wishes assignments in his work for the following day should telephone the School office before ten o'clock in the morning. If absent more than one day, he should telephone *each morning* for his assignments. The assignments may be obtained at the office Mondays, Wednesdays and Fridays after 4:00 P.M. and on Tuesdays and Thursdays after 4:15 P.M.

GRADE PLANS AND MEETINGS FOR FEBRUARY

Fifth Grade — On February 25th, at 6 o'clock, parents and children will meet in the home room for a Swedish evening. After a Smorgasbord and supper, there will be an exhibit of Swedish craft and also of work by the children.

Tenth Grade — On the evening of February 3rd, at eight o'clock, parents will meet at the home of Mr. and Mrs. Holman D. Pettibone, 698 Blackthorn Road. Mr. Smith will offer discussion of an interesting project.

Valentine Play — The Fourth Grade will present the Valentine Play on February 14th at 10:45 in the Boys' Gym. The play will be modeled on the traditional nursery rhyme of the Queen of Hearts and will be given in pantomime. The setting will suggest an old-fashioned valentine. Following the play there will be folk dances by the whole School. In preparation for the play the Fourth Grade will also present, on February 7th, a Morning Exercise depicting original Valentine Day beliefs and customs of America and England.

Movies — The following schedule lists a series of movies being shown by a committee of Sophomore Boys, the proceeds from which will go to the stage fund. The admission prices are 25c for parents, faculty and High School students, and 15c for members of the Lower and Middle Schools. Performances will start at 3:45 and will run until approximately 5:30.

Thursday, February 6th, *Elephant Boy*
Thursday, February 13th, *The Scarlet Pimpernel*
Thursday, February 27th, *The Last of the Mohicans* (or *Mayerling* if enough requests are made for it)

Square Dance Party — On February 1st, at 7:30, in the Girls' Gym, the Junior Boys will sponsor a square dance which will be open to Juniors, Seniors, parents and faculty at fifty cents a person.

Senior Play — The dates for the senior play, "Tovarich," have been changed to February 14th and 15th, at 8:20 P.M., in the Auditorium.

NORTH SHORE COUNTRY DAY SCHOOL CATALOGUE

By the time NOTES reaches you, you will have received a copy of the new catalogue of the School. In it you will find many photographs of the School, its members and their activities. Many extra photographs were necessarily taken. Copies of all pictures are mounted in book form and may be seen in the Art Library room of Knollslea. Parents wishing them may order any number of copies for one dollar each.

The School plans to issue an annual catalogue and would greatly appreciate constructive suggestions from parents as to possible changes or additions.

TRANSPORTATION SERVICE FOR STUDENTS

For several months an extensive study has been conducted of different transportation services in the hope that a safe and convenient solution to the transportation problem might be worked out. Through the co-operation of members of the faculty and friends of the School, a fleet of two station wagons and two automobiles is now available for school use. The drivers are two members of the faculty, Mr. French and Mr. Millett; two wives of faculty members, Mrs. Anderson and Mrs. French; and one Winnetka mother, Mrs. Hosmer Campbell, who has been offering a driving service to Winnetka children for the past three years. Cards which describe the rates have been mailed to all parents and additional information may be had by phoning the School office or the drivers of the cars.

WASHINGTON'S BIRTHDAY HOLIDAY — No school February 20th and 21st.

ATHLETIC DEPARTMENT ANNOUNCEMENTS

Boys' Varsity Basketball Schedule:

Wednesday, February 5th, Latin	3:45 P.M.	Here
Saturday, February 8th, Milwaukee	2:00 P.M.	Here
Wednesday, February 12th, Francis Parker	3:45 P.M.	There
Saturday, February 15th, Harvard	2:00 P.M.	Here
Wednesday, February 19th, Evanston J. V.	3:45 P.M.	Here
Saturday, February 22nd, Milwaukee	2:00 P.M.	There

Badminton Club members please note Saturday dates.

Girls' Basketball Schedule:

Saturday, February 1st, Roycemore	10:00 A.M.	There
Saturday, February 8th, Latin	10:00 A.M.	There

EDUCATIONAL SERIES ANNOUNCEMENTS

The School takes great pride and pleasure in announcing an exhibit of prints of Whistler and his contemporaries from the distinguished Davidson Collection of Wesleyan University. This is a truly remarkable collection and art critics everywhere are always intensely interested in exhibits from it, so it is felt that this is a unique opportunity for the parents and friends of the School. The exhibit will be held in the activities room of Walling Hall from February 15th to March 15th.

As a further offering in the Educational Series inaugurated last fall for the benefit of the student body, there will be a talk in Morning Exercises by Gerald Wendt, Director of Science and Education at the World's Fair in New York, who will present a lecture-demonstration at Morning Exercises on Feb. 24th. Dr. Wendt is recognized as not only an outstanding prophet of the age of science but also as that rare phenomenon, a pure scientist with the ability to present his material in a manner which fascinates and excites his audience. He has directed so many scientific research projects for both manufacturing and academic institutions as to preclude naming them here. He presents annually a new science revue demonstrating new processes from the research laboratories which will take their place in all phases of our life today. In the past he has

introduced to the lecture public such new achievements as nylon, glass fabrics, polaroid and many, many others long before they became public knowledge.

Because he is our foremost popular lecturer on science and consequently in great demand, it is necessary to charge parents and friends of the School $1 admission to the lecture. There will, of course, be no charge to the students, and it is felt that those parents who attend will realize what a truly remarkable experience is being offered to them as well as to their children.

WINNETKA GRADUATE TEACHERS' COLLEGE

Remembering the interesting and successful series of lectures given in former years, it is with real interest that we learn that a series of two lectures will be given this year in the Auditorium at North Shore, for the benefit, as formerly, of the scholarship fund of the College. These lectures will be given on the Sunday afternoons of March 2nd and 16th, at four-thirty. On March 2nd the speaker will be the famous foreign correspondent, Leland Stowe, and on March 16th the English author, Somerset Maugham. Tickets, priced at $2 for the series, may be obtained from Mrs. Leslie S. Gordon, Winnetka 2062, or at the offices of the three schools participating in the College work: Francis Parker, the Winnetka Public Schools, and North Shore Country Day School.

VACATIONS

Most parents will agree, I am sure, with the statement that the weather during the Christmas holidays this year was the worst we have had for many years. With almost no sunshine and with persistently damp, muggy days throughout, winter sports and most outdoor activities were out of the question. The resulting strain on the family's nervous disposition was intense and, to most homes, the end of the vacation came as a welcome relief.

The faculty was surprised, therefore, to discover that the children returned to school more ready to settle down to serious work and apparently in better condition physically than they have done at this time for many years past. They seemed less tired out (with a few notable exceptions), far more amenable than in any recent year that I can remember. When I discussed this with the students themselves, the cause seemed to lie in the fact that, while they had attended the same number of dances and late parties as usual, more if anything, they had not attempted much else and, there being no prospect of outdoor sports, they had been able to make up their sleep instead.

With the return to school, however, has come a number of requests for extra days of vacation during the winter, and especially the spring holidays. The same parents who, in many cases, wish the School to be most rigid in holding their children to high standards of accomplishment, often ask that they be excused from full attendance at this time. Last year, although we had lengthened the spring vacation in order to allow a full week and two week-ends, 42 children were out of school at the opening of the term, most of these in the upper grades. It is obviously unfair to the children who conscientiously remain at work to have such a large proportion of their classmates away ;and it is also unfair to the children who go, for much of the work missed in class is such that it can never fully be made up. But most of all, it is unfair to the teachers who have spent hours (literally) writing out the lessons in advance and checking the make-up work after it is finally handed in.

I earnestly ask that this year all requests be limited to those which are absolutely necessary. The spring vacation again includes an extra day on each end to allow for time for travel. Moreover, we have added this year an extra day to the Washington's Birthday week-end, which will provide for rest and some recreation in the middle of the winter term. Surely with these extra days already added it will not be advisable to add further absence from the work to be accomplished, especially when it must be at the expense of the other pupils and the faculty. — PERRY DUNLAP SMITH

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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REPORT OF HEADMASTERS ASSOCIATION MEETING

The annual meeting of the Headmasters Association always brings a touch of hope and inspiration to the members, who never fail to return greatly refreshed and stimulated by the frank fellowship and hearty disputations to be found there. Here are one hundred men chosen for their devotion to the training of youth and their success in their calling, each one actively in touch with the young people committed to his care; for, whenever a member's administrative duties become so great that he is not intimately taking part in the daily lives of his pupils, he is asked to resign from the association. Men of all pedagogical creeds are members — which makes the discussions more dynamic and frequent — and while the differences of opinion are violent, the tolerance and respect for the sincerity of convictions are profound.

This year the new head of St. Paul's School, Dr. Norman Nash, was among the group of new members admitted. He sounded the keynote of the meeting, which found a sympathetic response in the heart of every member, when he told of the letter he had received from a lad just entering his school in which the youngster had assured the headmaster that "I will try to do my share of the learning."

These gentlemen are obviously anxious to do just that. We listened to Professor Spaulding, the new Dean of the Harvard Graduate School of Education, discuss the old question of "Art vs. Science in Teaching"; to Al Stearns, the former headmaster of Andover, describe the remarkable and exciting work his committee has done in finding homes and schools for hundreds of refugee children and mothers driven to the United States and Canada by the Nazi scourge; to Mr. Will Field of Milton Academy and Mr. Herbert Smith of our neighbor, The Francis Parker School, tell of the similar work that is being done in finding places in our schools and colleges for the exiled scholars and teachers who are also our guests in America for the same reason.

There was one session devoted to a consideration of the changes in the policy of the College Entrance Examination Board which would have been of great interest to the parents of our High School pupils, for it tended to confirm very decidedly the attitudes and policies we have been maintaining here at North Shore for many years. Professor J. M. Stalnaker of Princeton, the representative of the Board, began by pointing out that the Board "had always recognized that the system of marking examinations in percentages was indefensible." This was a rather astonishing statement, for certainly most of the good progressive schools had fought the Board (and most of the colleges) in vain on that point for years. He also assured us that they no longer regarded single written examinations, no matter how accurately and scientifically scored, as accurate measurements of the pupil's ability, and pointed out that "a single test is a limited instrument and is dangerous in *any* field." The Board is now devoting more and more time every year to research in the field of improving both the writing and the scoring of examinations. This is certainly good news for the parents of children who expect to enter colleges requiring entrance

examinations, and marks a decided change of policy both in the Board and in the colleges toward the point of view to which our school has been committed for years.

The new system of scoring the examinations, which is to go into effect this spring, is first to correct all examinations in any given subject, then to determine the median paper among all those scored, and then to assign a grade of 500 to that paper, marking all the others up or down from that. While each college will still determine for itself what the "passing" mark is for its own candidates, it is probable that any student receiving a grade above 400 will be rated in the group usually known as "fair," above 500 will be "good," above 600 will be "honors," while below 400 will be "low" and usually rated as failing. This change will come as a great relief to parents and teachers who for the past two years have been baffled in attempting to find meaning in the marks given by the Board when each subject has been assigned a different rating scale.

The concluding meeting was the annual formal dinner, at which President *Emeritus* Nielson of Smith was the guest of honor. He digressed from his assigned topic for a moment to give us the benefit of his long experience as an English professor at Harvard in discussing the importance of a student's vocabulary, both spoken and written, in successfully pursuing his college work in any subject. Much emphasis had been laid on this point during the previous discussions and he wished to re-emphasize it, but he emphatically stated his belief that deliberate *teaching* of English vocabulary by such methods as drill and conscious repetition was futile. He believes that one's vocabulary is primarily a matter of daily environment, the sort of conversation the student hears around him at home and at school; that there is no substitute for that kind of experience, not even the systematic study of the classics, as a means of building a vocabulary. This does not mean that he did not believe in the study of the classics, for he most certainly does, but not primarily as a means of vocabulary building. There is nothing more important than the home and the school environment for that. It would seem, therefore, that, since there is no way of selecting a child's home, that being determined by the accident of birth, it would be wise to select a school where the daily conversation to which the child is exposed is of as high quality as possible. Those of us who may influence the quality of the vocabularies used in either of these environments should do our best to keep them on as high a level as may be compatible with sincerity and natural, unconscious expression as well as with the clearness, force and ease so frequently exhorted by the textbooks of rhetoric.

President Nielson closed with an appeal to us all to remember that what we are fighting for in the world today is the ideal of Democracy. No country has achieved any perfected practice in Democracy, but we must strive toward it with all our souls. It is the right to do that which is at stake today. He hoped we would never again be naive enough to believe that merely by winning a war we had achieved Democracy; we have then merely been given the opportunity to continue to build in that direction, but until we win that right, we cannot hope to work toward our goal.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES FOR STUDENTS

March 3rd Dr. Douglas Oliver, archaeologist, will speak in the Auditorium at 11:00 A.M., his subject, "The Black Spot."

From March 7th to 21st the Davidson Collection of Millet's Etchings and Prints, loaned by Wesleyan University, will be on exhibition in Walling Hall. Hall.

March 13th the Hampton Quartette will give a concert in the Auditorium at 11:00 A. M. Coming from the Hampton University for Negro students, the Quartette will offer the type of music so universally enjoyed. Parents and friends of the School are invited to the series without charge.

Announcements of all interesting offerings of the Educational Series will be sent to parents. It has not always been possible to offer admission to the parents and their friends without charge and, when unavoidable, we have sold admission tickets. The School much prefers to include with the free admission of students those parents who are interested and feels great appreciation for the hearty support given those offerings for which it was necessary to sell tickets.

GRADE PLANS AND MEETINGS

Lower School — Instead of individual grade meetings in March, there will be a joint meeting of all the grades of the Lower School on March 11th at 8:00 P.M. in Walling Hall. Mr. Smith will speak on "The 'War of Nerves' and Our Children."

Middle School — Advance notice is given for the parents of the Middle School: April 21st, at 8.00 P.M. there will be a meeting at which Mrs. Childs, Dean of Girls in the High School, and Mr. Corkran, Assistant Headmaster, will be the High School Consultants. This early notice is being given with the request that you reserve the date.

Twelfth Grade — On the evening of March 17th there will be a meeting of the parents of the Twelfth Grade. Details of time and place will be sent by mail, but remember the date and plan to attend.

COMMITTEE ANNOUNCEMENTS FOR MARCH

Faculty Tea — Monday, March 3rd. Hostesses will be Mrs. Burton W. Hales, 1st Grade, Mrs. David H. Corkran, 4th Grade, and Mrs. R. R. Jeffris, 7th Grade, in the Art Library from three-thirty to five.

Costume — Attention Mothers! You do not have to work all day, but *any* time, *any* day the costume committee will gladly and effectively use even one short hour of your work. Make this *your* opera too. It won't be long now before it will be too late to help.

House Committee — Remember when you do spring house cleaning that the Lower School house committee is looking for rugs and a sofa for the first-floor office in Walling Hall. For further information, and if you have any treasures you wish to dispose of which you think would be appropriate, call Mrs. Norman Harris, Winnetka 1653.

MORNING EXERCISES

March 3rd — Film, "Posture"

March 5th — Skokie Singers with Mr. Yingling

March 6th — "Bucks, Blades and Maidens," presented by the Sophomore girls with opera costumes.

SPRING VACATION — March 21st to April 1st.

GRADUATE TEACHERS COLLEGE OF WINNETKA

Attention is called to the series of lectures being given for the benefit of the Scholarship Fund of the College.

"The World In Turmoil"

March 2nd, Leland Stowe, "Through American Eyes."

March 16th, Somerset Maugham, "Through English Eyes."

Both lectures will be given at 4:30 in the Auditorium and the price of tickets for the series is $2.

Square Dance Series — The third of the square dances which have been sponsored by the Junior Class will be held the evening of March 1st, at 8 o'clock promptly in the girls' gym. Invitations will be given out.

MUSIC DEPARTMENT

The music department and the students of the School will present the Gilbert and Sullivan opera "Ruddigore" on the evenings of the 14th and 15th of March. The production of one of these operas is a tradition of the School, and this year's opera will be of special interest because it has not been given here since 1928. All seats for the evening performances on the above-mentioned dates are reserved and tickets may be obtained by calling Mr. Anderson at the school office or by having your children bring them home. There will also be a matinee Thursday for which unreserved tickets may be bought at the door.

ITEMS OF INTEREST

Perry Dunlap Smith will speak at a meeting of the Parent-Teacher Association of Orrington School in Evanston at eight-fifteen on the evening of March 4th. His subject will be "Planning Democracy at Home and in the School."

The teachers on the Planning Committee of the New Trier Township unit of the commission on teacher training met at North Shore last Thursday. This is a commission formed for the purpose of discovering the kind of education most effective for making better teachers, and is of national scope and supported by the Rockefeller Foundation. There are thirty units throughout the country the membership of which includes practicing teachers as well as those still in training. North Shore is the only private school in the country with membership in the commission.

Mr. Smith addressed the group of teachers at luncheon and later, after a full day of observation of teaching methods and practices of the School, the members of the group met with all our faculty at a tea in Walling Hall which provided ample opportunity for individual discussion.

TRANSPORTATION SERVICE

The transportation service inaugurated in January has proved definitely successful from all standpoints. We would like parents to understand that they may call the office of the School at any time to arrange for either full or partial service, even to the point of the occasional emergency when it is necessary for a child to be taken either to or from school and advance arrangements have not been made.

For the convenience of parents wishing to call the drivers directly, the following list, with rates and territories covered, is offered.

Mrs. Hosmer Campbell, Winnetka 3530, covering Winnetka and Indian Hill Estates. One round trip daily, including village stop-overs, $10 per month, single trips daily, $5 per month, and occasional single trips, thirty cents.

Mr. and Mrs. Nathaniel French, Winnetka 2186, covering villages north to Highland Park.

Mrs. Jack C. Anderson, Winnetka 1929, covering villages south to Evanston. For the two latter territories, outside Winnetka, the rates are: One round trip daily, $12.50 per month, single trips daily, $6.25 per month, and occasional single trips, fifty cents.

NOTES Dead Line

Please have material intended for printing in NOTES for April in the School office by March 20th.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III | APRIL, 1941 | Number 25

THE WINTER TERM, 1941

As we go to press, Spring seems at last to have made up her mind to appear in the open, having coyly hidden under alternate blankets of snow and mud throughout the month of March. Now, however, that the Vernal Equinox is actually passed and the school vacation has begun, she has taken her courage in hand and seems ready to admit that it is time to settle down with us more or less permanently. While it is always a pleasure to welcome the coming of spring, this year at least we have had such a satisfactory winter that one cannot but experience a few pangs of regret that it is over and gone.

In the first place, the skating has been excellent. We all feel a deep debt of gratitude to the mothers who worked so efficiently to raise the funds needed to flood the hockey fields and to those who contributed so generously. There were two rinks in condition most of the time, one for ice hockey, which was enthusiastically frequented by the Middle School boys, and one for pleasure and figure skaters, which was thronged by young and old almost every day. The weather was very much in our favor so that, particularly during February, we had day after day which was clear and cold, and the children were enabled to be on the ice both morning and afternoon in large numbers. One Morning Exercise was held on the ice with races and games for the different ages and general figure skating at the end.

The basketball season was one of the most successful we have ever had, for the team waxed stronger in skill and in spirit with each succeeding week and at the end had the satisfaction of knowing that they had set a mark in achievement definitely higher than that of any of the teams which the school had yet produced in that sport.

The seniors lived up to the school tradition by producing an interesting and exceedingly difficult play, not only acceptably, but with a verve, vivacity, and finish which approached the professional. "Tovarich," by Jacques Duval, is not the type of drama to be undertaken lightly or unadvisedly, but it is well worth remembering for the underlying philosophy it conveys of the true standards of worth and of the value of loyalty and devotion to duty which sometimes seem to be rather old-fashioned virtues in these realistic times. Never have I worked with a class that were more earnest and consistent in their efforts, even rehearsing three or four hours every Saturday morning for six weeks. It was not surprising that in the final performance not only was no prompting necessary but also not a line was improvised or missed.

The work on "Ruddigore" followed fast on the heels of "Tovarich"; in fact, they overlapped each other. I regret that, because of attending the February meeting of the Harvard Board of Overseers, I missed seeing any complete rehearsals until a few days before the performance. Then I found the chorus and principals to be in such unusually good shape as to make both Mr. Duff and me fear for the usual tradition that a finished dress rehearsal foreshadows a poor performance. The jolly unrestrained way in which the boys and girls were working, obviously enjoying the music and the wit of the authors, and yet always on hand for serious drilling when needed, was a most gratifying sight.

Those individuals who feel that so-called progressive schools have no discipline would do well to attend one of the dress rehearsals of our operas or even to stay backstage during the performances. Here are seventy or eighty young boys and girls all excited by the importance of the occasion and dressed in unusual, bizarre, and festive costumes, roaming at large with no close supervision possible and under conditions that would furnish plenty of excuse for a relaxing of discipline or behavior, and yet I have never once seen anything that was in the least suspicious or untoward. I feel it is not only a great compliment to the school but also to the homes from which the children derive their standards that they should continue year after year to fulfill the confidence we place in them at this time.

All who witnessed the opera seem agreed that it was one of the best we have ever done. The voices were truer and the diction clearer than ever before. Certainly the spirit and action left very little to be desired and the children have never enjoyed themselves more. As for the costumes, they were as deliciously delightful as only the combination of the Kate Greenaway period and our patiently valiant mothers' committee could make them. This bringing together of the parents and children in working for a common purpose is one of the greatest sources of satisfaction to be found from the whole experience.

Apr. 1941

Finally, not the least of the nice things I shall remember about this winter is the considerate and thoughtful way in which the parents have cooperated about the spring holiday problem. It is always hard to find a date for this vacation which satisfies everyone, and it is not surprising we should receive a number of requests for extended vacations to permit students to join older brothers and sisters whose dates do not coincide with ours. Last year the thing had grown to such a point as to be a serious handicap to those who stayed in school to the end. This was in spite of the fact that an extra day had been added to each end of the vacation so as to avoid the necessity of crowded Sunday travel. Forty-seven pupils took extended leaves.

This year the number has been reduced to twenty-six and with two exceptions each parent was considerate enough to see me or the grade teacher personally and make careful arrangements beforehand to make up the work missed and to prevent extra work falling on the teacher. This is most gratifying, indeed, and I am deeply grateful to each of the families involved for their understanding help. — PERRY DUNLAP SMITH

COMMITTEES

Faculty Tea — On April 7th at three-thirty in the Art Library members of the faculty will be guests at tea with the mothers of the kindergarten, the third grade and the eighth grade. Chairmen of these grades who will be hostesses are: Mrs. Norman H. Pritchard for the kindergarten, Mrs. Ramsey Duff for the third grade, and Mrs. Abraham J. Freiler for the eighth grade.

Library Committee — Won't you help us find our lost library books? The Library Committee has just finished inventory and very regretfully reports that over a hundred books are missing, taken out with their record cards in them, and not signed for. Experience in previous years has been that a good many of the lost books are found at home by the children or their parents, in even the best regulated and most carefully supervised households. We usually succeed, eventually, in finding most of the lost books. If you will look at home to make sure you have none of them, we shall be grateful.

GRADE MEETINGS — On April 18th at eight o'clock in the girls' gym the parents and children of the *Tenth Grade* will hold a carnival. There will be booths and all the exciting activities of a street carnival so a gay evening is anticipated.

Attention is again called to the meeting for the parents of the Middle School, on April 21st at 8:00 P.M. Mrs. Childs and Mr. Corkran will speak on "Preparing For College."

EDUCATIONAL SERIES FOR STUDENTS

Miss Mary S. Nixon will speak on "The Creative Spirit" on Monday, April 7th, at eleven o'clock in the Auditorium. Miss Nixon is the co-head of the Florentine School for Girls in Florence, Italy, where she has lived for the past thirty years.

On Monday, April 14th, at eleven o'clock in the Auditorium Mr. Morris S. Frank will speak and show his movies about "The Seeing Eye." He is an exceedingly intelligent and interesting speaker and tells his story from the point of view of how "The Seeing Eye" trains men and women to overcome the handicaps of blindness and return to normal life in a seeing world. Mr. Frank's dog, "Buddy," will accompany his master.

Clyde Brown, head of the photograph studio of the Chicago Daily News, will lend his new pictures of New Orleans and the South for a month's exhibit in Walling Hall. Mr. Brown has very generously agreed to talk with the students about photographic techniques, and to discuss with them their problems.

HIGH SCHOOL THIRD QUARTER EXAMINATIONS, April 23rd, 24th, 25th. There will be no general Morning Exercises on these days.

BASEBALL SCHEDULE

April 18th, 4:00 P.M. Francis Parker, here
April 25th, 3:30 P.M. Luther, at McKinley Park
April 30th, 4:00 P.M. Elgin Academy, here

MORNING EXERCISES

April 1st, Sound film — "Birds and Animals of the Far North"
April 2nd, Snap shots of the opera
April 4th, A program by the Junior Girls with the Lower School
April 7th, Miss Nixon
April 8th, Town Meeting
April 14th, Mr. Morris Frank

PARENTS' ASSOCIATION MEETING

On Sunday afternoon, April 27th, at four-thirty, there will be a meeting of the members of the Parents' Association. A very interesting and entertaining program is being planned with Mr. Smith acting as master of ceremonies, so to speak. Different projects and activities of the School will be demonstrated for the parents' benefit and enjoyment by the different departments of the School with members of the faculty cooperating in the arrangements.

ALUMNI NEWS

Hubert Howard, '36, has been commissioned Ensign in the United States Navy and has reported to the fleet.

Shepherdson Marsh, '38, is on the editorial board of the Yale News.

Lois Mason, '40, is managing the freshman play at Bryn Mawr.

Francis Wilson, '40, has completed a successful season on the freshman wrestling team at Yale.

Hal Lowther, '40, has been initiated into Beta Theta Pi at Wesleyan.

SPRING DATES TO BE NOTED

May Day	May 16th
Memorial Day Holiday	May 30th
Senior Final Examinations	June 2nd and 3rd
Grammar School Closing Exercises	June 5th
High School Commencement	June 6th
Closing of Upper School	June 12th
College Board Examinations	June 14th to June 21st

"NOTES" DEAD LINE

Please have material to be included in NOTES for May in the School office by April 21st.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III | MAY, 1941 | Number 26

THE RESIDENT STUDENTS' HOME

For many years there has been a steadily increasing demand for some sort of facilities which would make it possible for parents living beyond commuting distance to send their children to the School. It has been gratifying, also, to receive from time to time inquiries from as far away as New England, from parents who would like to enroll their children with us if it were possible to furnish living accommodations under the supervision and control of the School.

The only way we have been able to solve this problem in the past has been to find places in the homes of faculty members or parents who were willing to accept such a responsibility on a definitely professional basis. This has worked out satisfactorily for both the children and the homes concerned. In fact, it has proved so successful that there has been a constant succession of such arrangements during the last six or seven years.

This type of home boarding arrangement is now an established practice in the School and each year becomes more definitely organized, especially in the matter of supervision and control. The School will be glad to undertake to make such arrangements for any pupils whose parents may desire them in the future. We shall appreciate any help that our present patrons may be willing to give by passing on this information to friends or acquaintances who might avail themselves of such an opportunity.

Many parents, however, have expressed a desire for living arrangements with even more supervision on the part of the School. To meet this demand the Board of Directors, after a careful study of the problem, voted last year to inaugurate a new department centered around a master and his wife who would live on the grounds in the residence building known as Leicester Hall. Here five or six boys could live under their direction and the direct supervision of the School without danger of its becoming an institutional dormitory.

Accordingly, we have carefully worked out the details of this plan. A group of parents was selected to assist in planning the redecorating and remodeling of the building, and selecting the furniture and equipment. We are now in a position to announce the opening of the new department with the opening of the school year next fall.

Mr. Nathaniel French will be the resident master in charge. He and Mrs. French will make Leicester Hall their home and assume complete responsibility for the boys who will live there with them. The atmosphere

and activities of the residence will be as much like a home as possible. The boys will live as a part of the community, entering into matters of community interest just as is done in other homes. They will have home duties and responsibilities, each working out with Mr. and Mrs. French his share in the welfare and happiness of the whole group. The cultural advantages of the metropolitan community, such as concerts, art exhibits, dramatics, et cetera, will be available; of course there will be participation in the social life of the neighborhood as well, but always under control and direction. The students will receive help in learning how best to direct their study efforts effectively. In order to make possible an intimate and personal relationship, it is planned to restrict the size of the group to not more than six or seven students.

There are both single and double rooms available for the boys. All meals will be served in the dining-room, as a family, except that on school days the boys will eat their noon meal in the regular school lunchroom with their classmates. Ample provision has been made for reception and relaxation, so that as far as possible life in the residence will be that of a healthy, normal home rather than of an institution.

The fee for membership in this group will range from $1125 to $1350 for the year, depending on the grade the child enters. The Debenture is included in this fee and will be refunded to the parent at the time of the child's graduation. Pupils will be accepted on either a five-day week — going to their own homes for the weekends — or a full-week basis, the charge being somewhat less for the shorter week. Mr. Bollinger will be glad to explain any of these points to parents who are interested.

We believe that this new department will prove valuable to parents, pupils, and the School. It will extend the area served by the School; add pupils from a distance, which should broaden the point of view of the student body; and help students who need more systematic supervision than many homes are able to give.

Moreover, this department will make it possible for a boy who is temporarily out of adjustment with his family, because of adolescent difficulties or similar causes, to leave his home for a year, or even less, while he acquires a better perspective on his family and himself, without having to adjust to a new school. Such temporary arrangements have several times worked well in the past, even under less advantageous conditions than this new department now offers.

May I express here the thanks of the School for the help and hard work given in perfecting and working out this plan by the committees from the Parents' Association, the Faculty, and the Board of Directors. It never could have been completed without their loyal and able assistance.

PERRY DUNLAP SMITH

VARSITY BASEBALL SCHEDULE

May	3rd, Milwaukee C. D.	2:00	here
May	7th, Latin	4:00	there
May	9th, Luther	4:00	here
May	14th, Luther	4:00	McKinley Park
May	17th, Milwaukee, C. D.	2:00	there

May 21st, Latin	2:00	here
May 24th, Elgin	time not set	there
May 27th, Lake Forest	4:15	here

Dunny Smith has been elected captain of the Baseball Team.
Junior Varsity and Middle School schedules are being arranged.

EDUCATIONAL SERIES

The 1941–42 Educational Series of lectures and exhibits for students will have been organized when school opens in the fall. To parents and friends of the School who are interested in attending these eleven o'clock assemblies one ticket will be sold which will cover the cost of the entire series. All programs will, of course, be offered to the students without charge.

MAY DAY

Our annual May Day will be Friday, the sixteenth this year, and, as usual, the arrangements are in the hands of the Tenth Grade girls, working with Mrs. Childs and Dr. Landau. Every girl in the grade will have an important part in preparing for this earliest of the farewell functions for the Seniors. A steering committee in general charge of preparations is composed of Nancy Brock, Dodie Law and Anna Selfridge.

All parents and their friends are invited to the festivities which will begin at ten-thirty with a play which will be given by the Fifth Grade in the Auditorium. Following this will be the customary May Day songs and dances on the green culminating with the crowning of the May Queen, a ceremony for which the children of the Lower School will serve as pages. Boys of the Middle and Upper Schools are asked to wear white shirts and trousers, colored sashes being provided at the school.

In previous years the May Queen has made her entrance in a cart drawn by a pony, both of which were loaned to the school for the occasion. This year, unfortunately, they are no longer available, and the girls of the Tenth Grade will be extremely grateful to anyone having a pony and cart which he will lend for use on this day. Parents are also asked to keep in mind that as many branches and flowers as can be spared will be needed for decoration and the Tenth Grade girls will appreciate all offers.

Twenty-four children of the Northwestern Settlement have been invited to attend the festivities and cars will be needed both to bring them and to take them back. If you have a car which can be donated for either or both trips, will you please call the school office or one of the girls on the car committee who are: Evelyn Allen, Cynthia Burnham, Joan Munroe, Nancy Spring and Ann Wilcox.

In case of rain or very cold weather the exercises will be held in the boys' gym.

LOST AND FOUND DEPARTMENT

Parents should be reminded that there are many articles lost by the children which are being stored in the Lost and Found cupboard in the office at school. If you know of anything your child has lost which you would like to try to recover, it may well be you will find it there.

MEMORIAL DAY

Morning Exercises for Memorial Day will be held in the Auditorium at 11 o'clock on May 29th. May 30th will be a holiday.

JUNIOR PLAYS

Action, comedy and tragedy, you will find them all at the Junior Plays. These are four one-act plays by such well known authors as Booth Tarkington, Josephine Niggli, Lyle Cummins and Eugene O'Neill.

The first in our series of plays is a modern Mexican satire by Josephine Niggli called "The Red Velvet Goat." This play takes us into the home of an untalented playwright and shows us the trouble he has in producing his first play. Booth Tarkington gives us the second play, a delightful comedy entitled "The Travelers." It portrays all the trials and tribulations of an American family traveling in Sicily. In a more serious vein we have chosen a Eugene O'Neill tragedy, "Where the Cross Is Made." This keeps one in suspense every moment and has a most surprising ending. We conclude the program with Lyle Cummins' adaptation, in verse, of an old legend, "St. George and the Dragon."

If you want an entertaining evening at slight expense, you must come and see the Junior Plays in the Auditorium on Saturday evening, May 10th, at eight-thirty.

COMMITTEES

The House Committee announces that in addition to having refurbished the general faculty lounging room during the winter, they are now prepared to do the same for the relaxation room which is for the exclusive use of women members of the faculty.

Faculty Tea — The final faculty tea of the year, at which the mothers of the Twelfth Grade will be hostesses, will be held on the afternoon of May 12th at three-thirty in the Art Library room.

PARENTS' ASSOCIATION

There will be the annual meeting of the Parents' Association in the Auditorium immediately after lunch on May Day.

TRANSPORTATION SERVICE

A sufficient number of parentst have found the transportation service offered by the School to be helpful to warrant the continuing of this convenience during the school year of 1941–42. Suggestions for improvement of the service will be appreciated and should be phoned or mailed to the school office.

JUNIOR PROM — May 30th in the Boys' Gym from 9:00 P.M. to 1:00 A.M.

NOTICE TO GRADE AND COMMITTEE CHAIRMAN

During the last three weeks of school there are many extra activities for which the use of the Auditorium is needed. If you or any members of your groups wish to use it for decoration, rehearsals or for any other purpose, you should be sure to sign up for such use through the office, thereby avoiding conflict with another group which may be planning to use it at the same time.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume III | JUNE, 1941 | Number 27

PLANS AND PROSPECTS

As this is the last issue of the NOTES for the school year, it is fitting that, before we separate for the summer, the parents be brought up to date as to the progress of the plans and prospects for next year.

I am delighted to report that both seem to be highly satisfactory. With the exception of the Resident Students' Home discussed in the last issue of the NOTES, no major changes are contemplated for the coming year. The changes and experiments undertaken last fall have worked out so well that the emphasis will now be placed on refining and perfecting them, and in making them more permanent.

Certainly the shift of the sixth grade from Walling Hall to Eliot Hall and the consequent reorganization of the Middle School under Mr. Gleason's administration have been successful. The Middle School has had a most satisfactory year and the various changes and activities instituted in their curriculum and discussed in the NOTES last May have worked out even more successfully than was anticipated. I believe that our present Middle School organization of interests, activities, and special units of work under teachers who devote their whole time to the Middle School pupils is unique and is better suited to the needs of this age child than any other that I know.

The Lower School, too, seems to have benefited greatly by the new organization of five instead of six grades in its building. The fifth graders have had the maturing experience of being the oldest grade in their group and have risen to these responsibilities beautifully. Last week, for instance, they set the tone of May Day for the whole school by their very delightful and forthright spirit in the plays they presented to show the background of myth and folklore which lies behind our modern celebration.

The new Resident Students' Home in Leicester Hall, which was described in the last issue of the NOTES, is moving ahead in a most gratifying manner. Mr. and Mrs. French are now in residence, and one Junior boy is moving in before the end of the term. This lad is to act as a prefect next year and assist Mr. and Mrs. French in working out the various arrangements of the group. Several other applications have come in, so it looks as if an interesting family of boys of various ages will be in residence.

The enrollments for the rest of the school are also very encouraging. Three of the grades in the High School have had to start waiting lists for girls as there seem to be more applications than it would be wise to accept at this time. For

the first time in many years, we are not losing any pupil to boarding schools. The Lower School grades are better balanced than before and many more enrollment contracts have been signed than last year at this time. All of which indicates a very satisfactory condition for next fall.

It is with regret that we have accepted the resignation of Miss Katharine Leslie, who has decided to devote the year to the study of certain educational problems which have interested her greatly and which she feels she would like to work out at this time. She will be sorely missed in her work in mathematics, as a room teacher, and as assistant in athletics, but she promises to come to visit us frequently and even to use some of our classes as sources of material for her study, so that we hope to see her often.

Mr. Morningstar will enter the Army for a year's service shortly after the close of school this spring. While we shall feel his absence keenly, it is good to know that he will return to the School the following year, and that in the meantime he will be contributing to the vital problem of defending our country.

PERRY DUNLAP SMITH

SPECIAL NOTICE FOR PARENTS

Will all parents please look around their homes for any books belonging to the library of the North Shore Country Day School? If you find any, have your children bring them immediately to the school and deliver them to the Junior Girls' Room in Dunlap Hall. It is very nearly the end of the school year and all books must be replaced in the library.

MIDDLE SCHOOL — CLOSING ACTIVITIES

June 4th, Wednesday, the Middle School will be excused at eleven-thirty. Children may return to school if they wish for the Senior Stunts in the Auditorium at two o'clock.

June 5th, Thursday, the Middle School will be excused at one-forty-five for grade picnics. That of the sixth and seventh grades will be held at the home of Mr. and Mrs. J. M. Glaser at 615 Lincoln Avenue, Glencoe, and that of the eighth grade will be at the Herbert Mayers' Farm on Dundee Road.

June 6th, Friday, the closing luncheon for the eighth grade graduates will be at twelve o'clock in the school lunchroom. Guests will include parents of the eighth grade graduates, members of the fifth, sixth, seventh and eighth grades, and faculty of the School. Members of the eighth grade are to report to school only in time for the luncheon, members of other grades included in the luncheon guests at the regular school time. All these grades will return to their homes immediately following the luncheon; eighth graders are to return to school by three o'clock to take part in the Senior Commencement.

GRADE PLANS AND MEETINGS

Kindergarten — There will be a picnic sometime during the first week in June. Definite announcement as to date, time and place will be sent by mail.

Fourth Grade — There will be a picnic for parents and children of the grade on Thursday, June 5th. Further definite information will be sent by mail.

Eighth Grade — There will be a picnic for members of the grade and their parents on Thursday, June 5th, at Mayers' Farm on Dundee Road.

Eleventh Grade — Members and their parents will have a picnic on Wednesday, June 11th, at the Mayers' Farm.

Twelfth Grade — Following Commencement, Friday, June 6th, the Seniors, parents and faculty will have their picnic at six-thirty at the home of Mr. and Mrs. N. Landon Hoyt, 515 Sheridan Road, Winnetka.

MUSIC DEPARTMENT

Program for Commencement

Festival March	Medelssohn
"Gloria" (from 12th Mass)	Mozart
"A Festival Chime"	Holst
"Song for the Working Day"	Sharton
Hallelujah Chorus	Handel
March of the Priests	Mendelssohn

The School Orchestra will play the Processional and Recessional Marches and will accompany the Chorus in the Songs by Handel, Mozart and Holst. The "Song for the Working Day," which will be sung with piano accompaniment, is by Felix Sharton, an Austrian composer now living in Chicago; the translation used has been made in part by students in Dr. Landau's classes. This will be the first performance in America of this composition.

GROWTH OF THE LIBRARY

Because of the generosity of friends of the school the High School library has had a marked growth during the current school year. Gifts have ranged from single books, through sets of magazines, to large donations which have enabled the school to more than double its resources in certain fields. Particular expansion has taken place in the history sections, European and American. Early in the year funds were made available from the Albert H. Barber family gift to purchase two hundred books, and later in the year a friend whose interest in American history undertook the task of greatly enlarging the resources of our library in that field. All those who, through their children's efforts to find reference works in quantity for the senior history "topics" have become aware of the bottleneck existing in the community's resources in American History, will fully appreciate the meaning of our expansion in this area.

We have never felt that our library should become a substitute for a good home or public library. It should furnish merely basic reference works and standard materials in the various subject matters in sufficient quantities to give an adequate training in the use of libraries and to permit the work of the courses to proceed unhampered. There should always exist the necessity of developing the home library and of exploring the resources of the public libraries in the various neighboring communities. Nevertheless, in our effort to get

away from reliance upon textbooks and to project our work increasingly toward the "research" type of learning, there remains a constant necessity for enlarging our resources both in the quantities of copies of given works and in the extensive coverage of the various fields of knowledge.

Weaknesses still exist in our resources. In the light of our needs we are poorly equipped in European history and we have nothing at all on Latin America. Because of our concentration on the non-fiction type of work we have failed to keep abreast of our needs in fiction, the short story, and drama.

Essential to the "research" projects of the upper years of high school is an abundant supply of magazines for the period of 1919–41. A recent gift of *The Atlantic Monthly,* 1928–1940; *Current History,* 1929–35; and *Harpers Magazine,* 1935–40 is of great value to us. The numbers necessary to complete our files back to 1919, as well as copies of *Foreign Affairs* before 1937 and *Fortune* complete would be greatly appreciated.

DAVID H. CORKRAN

IMPORTANT

Examination dates to remember

Senior final examinations, June 2nd and 3rd.

Final examinations for Freshmen, Sophomores and Juniors, June 9th, 10th and 11th.

College Board examinations — Saturday, June 14th, to Saturday, June 21st, inclusive.

COMMENCEMENT WEEK

Senior Luncheon — Wednesday, June 4th, at one o'clock for the Parents of the Senior Class, Alumni, Directors and their wives, and the Faculty, in the School Lunchroom. The Freshmen will serve.

Stunts — Wednesday, June 4th, at two o'clock in the Auditorium.

Commencement — Friday, June 6th, at three-thirty in the Auditorium.

Parents of the School, Alumni, and friends of the Senior Class.

LOWER SCHOOL — closes on Thursday, June 5th, 1941, at eleven o'clock, after the Lower School Exercise, which will be in Walling Hall at ten o'clock and for which the Seniors are the invited guests of honor.

MIDDLE SCHOOL — closes on Friday, June 6th, 1941, after the High School Commencement.

UPPER SCHOOL — closes on Thursday, June 12th, 1941

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume IV | OCTOBER, 1941 | Number 1

THE START OF OUR TWENTY-THIRD YEAR

The twenty-third year of the School's existence began last week with the opening assembly on Monday, the fifteenth of September. Our boys and girls seemed eager to begin the new year with a determination and zest which was most gratifying to feel.

Of course, the most obvious new factor in the School is the very decided increase in its enrollment. This is particularly evident in the Middle School and the High School; the Lower School is the same size as it was last year. But with three hundred and six pupils on the first day as against two hundred and eighty-four, last year, the school family seems to have more solid background and stamina than ever before.

The faculty are all returning except two; so we are starting off with a staff which has become used to working together and is integrated as a unit even more than in the past. The new venture of a home department in Leicester Hall exceeded our expectations both in the number and in the quality of its personnel. There are six boys who are to be members of Mr. and Mrs. French's family this year. Two are from New England, one from Detroit; the three others are boys who have been in our school before but whose parents have had to move away from the Chicago region and who would, therefore, have had to leave the School had it not been for the opportunity of becoming members of the home department.

The mothers' committee on interior decoration for the house has made it a most charming and intimate place, and has shown unusually delightful taste in the choice of furniture and decorations—so much so that the boys who have come to us from eastern boarding schools were astonished and delighted at the lack of institutional atmosphere which they found. We all feel very deeply indebted to these mothers for the work which they have done.

There seems to be little danger of the usual split between the boys who are boarding and the rest of the school—which I have found in many schools which maintain a boarding department. The atmosphere of "the House," as it now seems to be called, is so intimate and homelike that the rest of the School seems to regard it entirely as another home from which our pupils are being drawn. The lads fit into the School as naturally as anyone else, and the parents of the day pupils have been most generous in remembering these boys over the week-ends and inviting them for meals, tennis, and other family activities. On the other hand, the new blood from lads who have been in boarding schools such as St. Mark's, Belmont Hill, and Cranbrook is going to help the rest of the School in building and broadening the esprit de corps.

We all felt very happy over the splendid record made by our graduating class of last June. The number of boys and girls admitted to the colleges of their first choice was unusually large. Three girls were each admitted to three different colleges, and four more were each admitted to two women's colleges—which was most gratifying. The colleges were as follows: four girls were admitted to Vassar; four others accepted by Smith; two are going to Sarah Lawrence; two to Stephens College; two to Bradford Junior College; and one each to Bryn Mawr, Pine Manor, and Scripps College. Among the boys, three are going to Harvard; two to Williams; and one each to Yale, Princeton, Massachusetts Institute of Technology, Cornell, Amherst, Wesleyan, Brown, University of Chicago, Michigan State, and Pomona College.

Two of the Harvard applicants won honors as did the boy who is going to M. I. T. and the boy who is going to Princeton. Among the girls, the two who are going to Vassar won honors, as did one of the girls going to Smith and our Bryn Mawr candidate. That is a satisfaction and an inspiration to the present Senior class to realize that such a splendid record has just preceded them.

The Senior class has taken hold with even more vim and determination than usual. They held their first class meeting on the Friday before school opened, organized all the work, and prepared to assist in two assembly programs as well as in the welcoming of the new students, particularly the Freshman class, with an opening dance on the first Friday night.

In comparing the feeling of this year with that of a year ago, one notices, of course, a great lessening in the tension caused by the international situation. While the students and the staff do not seem to feel so acutely nervous over the situation, there is, nevertheless, an underlying determination and confidence in our ability to contribute our share to the defense of democracy and the right to live in a democratic country, which is even greater than before. The unit of democracy is the family and the individual. The students seem determined each to play his part, to assume his responsibilities for the good of the whole, and at the same time to keep the integrity of his own personality. With such a quietly potent sense of the individual's responsibility which seems to be prevalent in the School this year, we can look forward confidently to one of the most satisfactory years in the School's existence.

For all the help the Parents Association gave in bringing about this attitude among the children and in improving the community's understanding of the worth of this school, I am most deeply grateful.

PERRY DUNLAP SMITH

To the Parents of the North Shore Country Day School:

With the opening of school on Monday, September 15, 1941, over sixty additional parents became interested in our school. Our Association extends to them a hearty welcome and the hope that they also will enjoy the close association with the parents, the faculty and the school which we older parents have enjoyed through the past years.

The attendance of the parents at the School Meetings, Athletic Events of both the boys and girls, and work on the various committees of our association, have always assured our children in North Shore of our close cooperation and that we are always looking to their future best interest.

Respectfully yours,

RALPH E. BATTEN

President, Parents Association

GENERAL MEETING OF PARENTS ASSOCIATION—OCTOBER 27th

The first meeting of the year for all parents of the school will be held on MONDAY, OCTOBER 27TH, AT 8:00 O'CLOCK. They will please go at that time to their own child's room for a short meeting; kindergarten through the fifth grade go to the Lower School building, Walling Hall; sixth, seventh and eighth grades to the Middle School building, Eliot Hall and the ninth through twelfth grades to the High School building, Dunlap Hall. Immediately following these grade meetings all parents will assemble in the Auditorium where Perry Dunlap Smith will speak. One of our fathers will show moving pictures of the children in their various activities. Refreshments will be served afterwards in Walling Hall. At this time the COMMITTEES OF THE SCHOOL will exhibit their work at booths where parents, especially NEW PARENTS may meet the chairmen and learn from them the work done by each committee and in this way be better able to choose on which one they would prefer to volunteer to work. All parents are most cordially urged to join the others in this more informal part of the program.

THE EDUCATIONAL SERIES FOR STUDENTS

The Educational Series of lectures and concerts offered annually by The North Shore Country Day School to its students will begin on Monday morning, October 13th, and continue monthly through April. The programs and dates are as follows:

Monday, October 13, 11:00 A.M. to 12:15—Dr. William M. McGovern, Professor of Political Science, Northwestern University, "The Importance of the Pacific"

Thursday, October 23, 11:00 A.M. to 11:30—The Hampton Quartette, Negro Singers from Hampton Institute, "Negro Spirituals"

Monday, November 3, 11:00 A.M. to 12:15—René Dussaq, "A South American's View of South America"

Monday, December 8, 11:00 A.M. to 12:15—Tony Sarg and His Marionettes, "From King Tut to Broadway"

Monday, January 19, 11:00 A.M. to 12:15—Russ Hoogerhyde, six times national archery champion, "Archery"

Thursday, February 12, 11:00 A.M. to 12:15—Thomas Hart Benton, "American Art"

Monday, March 2, 11:00 A.M. to 12:15—Dr. Maynard Krueger, Professor of Economics, University of Chicago, "Making Labor Responsible"

Monday, April 20, 11:00 A.M. to 12:15—Dr. Irving Lee, Northwestern School of Speech, "Clear Thinking"

The Series is given for the benefit of the students of the School without charge to them. For parents and friends who are interested in attending the Series and to help defray the expenses involved, tickets for the eight meetings are available for $3.00. The number of tickets is limited by the seating capacity of the east side of the Auditorium, which is reserved for parents and visitors. Tickets may be obtained by calling the School office, Winnetka 674. Mrs. Leslie Gordon, assisted by Mrs. Norman W. Harris, will be in charge of the distribution of tickets. It is urged that all visitors be in their seats before eleven o'clock.

Chairman of Notes	Mrs. Francis Wilson 1051 Cherry Street	Tel. Winnetka 1450
Steering Committee	Mrs. Kenneth Henderson (Chairman) 818 Bryant Avenue	Tel. Winnetka 302
Lower School	Mrs. John Nash Ott, Jr. 85 Hibbard Road	Tel. Winnetka 1391
Middle School	Mrs. A. T. Kearney 1000 Hill Road	Tel. Winnetka 2131
Upper School	Mrs. L. T. Wallace 848 Tower Road	Tel. Winnetka 1638

OFFICERS OF PARENTS ASSOCIATION

President	Mr. Ralph Batten
Vice-Presidents	Mr. Henry Bartholomay, Mr. Leslie Gordon
Secretary	Mrs. Norman Harris
Treasurer	Mrs. Herbert Mayer

GRADE CHAIRMEN

Kindergarten	Mrs. Carlton Blunt 30 Indian Hill Road	Tel. Winnetka 2248
First Grade	Mrs. John Shaw Woodley Road	Tel. Winnetka 1955
Second Grade	Mrs. Murray Whitfield 110 Sheridan Road	Tel. Glencoe 1191
Third Grade	Mrs. Locke Murray 660 Elder Lane	Tel. Winnetka 1089
Fourth Grade	Mrs. John Nash Ott, Jr. 85 Hibbard Road	Tel. Winnetka 1391
Fifth Grade	Mrs. Michael Blecker 90 Indian Hill Road	Tel. Wilmette 290
Sixth Grade	Mrs. A. J. Freiler 495 Greenleaf Avenue	Tel. Glencoe 98
Seventh Grade	Mrs. James Garard 50 Woodley Road	Tel. Winnetka 713
Eighth Grade	Mrs. Edwin Brashears 484 Cedar Street	Tel. Winnetka 3227
Ninth Grade	Mrs. Preston Burlingham 1411 Edgewood Lane	Tel. Winnetka 1862
Tenth Grade	Mr. Charles B. Magrath 199 Birch Street	Tel. Winnetka 3850
Co-chairman	Mrs. Willis Gale 146 Chestnut Street	Tel. Winnetka 1246
Eleventh Grade	Mrs. James V. Hunt 627 Garland Avenue	Tel. Winnetka 1203
Twelfth Grade	Mrs. Paul Starr 695 Prospect Avenue	Tel. Winnetka 2307

Educational Series Programs During October

Monday, October 13, Dr. William M. McGovern, "The Importance of the Pacific"

Dr. McGovern is an author and explorer as well as a professor of political science at Northwestern University. As an explorer he has led expeditions through Thibet, Peru and the Amazon basin. For two years he was war correspondent for the *Chicago Times* in the Far East and saw action with the Chinese armies in 1938. He reads and speaks Chinese and Japanese with the ease and understanding of a native, and is widely consulted as an authority on Pacific relations. He is an exceptionally colorful personality and dynamic speaker.

Thursday, October 23, The Hampton Quartette, "Negro Spirituals"

These Negro singers from Hampton Institute in Virginia interpret their Spirituals with the deep reverence and understanding which can come only from unity with the music. The harmony and spirituality to be found in these songs are unforgettable.

DEPARTMENT PLANS

Music Department

In addition to the regular music classes, the chorus, and the orchestra, students may arrange for individual lessons or practice periods during school hours. The following teachers will again be available for private lessons:

Violin	George Swigart
'Cello	Estelle Swigart
Voice	Norma Gordon
Piano	Elizabeth Hancock
	Pauline Manchester
	Ramsay Duff
Wind Instruments	R. F. Kraft

Arrangements may be made with individual teachers or through Mr. Duff.

Physical Education Department

Varsity Football Schedule:

October 3rd, Northbrook	3:30 P.M. Here
October 11th, Todd	10:00 A.M. There
October 18th, Harvard	10:00 A.M. There
October 25th, Milwaukee	2:00 P.M. Here
November 1st, Francis Parker	9:00 A.M. There
November 8th, Wheaton	10:00 A.M. Here
November 11th (Tuesday), Latin	2:00 P.M. There

STUDENT ACTIVITIES

Harvest Festival

On Friday, October 10th, during the lunch period there will be held in the two gymnasiums the annual Harvest Festival. This will be a combination carnival and exhibit of hobbies and handicraft. The students, faculty and parents bring to the school at this time things which they have made during the summer or something descriptive of their summer activity. Parents are most cordially invited to participate.

Hallowe'en Morning Ex

On October 31st the Ninth Grade girls with one of the lower grades will present a Morning Ex appropriate to the day.

GRADE MEETINGS OF PARENTS ASSOCIATION

First Grade

Mothers and fathers of the children of the first grade will meet at 7:30 on the evening of October 20th at the home of Mr. and Mrs. John Shaw, 21 Woodley Road, Winnetka.

The children are going as a class to Brookfield Zoo on Wednesday, October 15th.

Fifth Grade

There will be a meeting of the mothers of the grade on Tuesday afternoon, October 7th at 3:30 o'clock at the home of Mrs. Michael Blecker, 90 Indian Hill Road.

Ninth Grade

A Dinner Meeting of children and parents will be held on Friday evening, October 3rd, at 6:30 o'clock in the school Lunch Room. Dancing and Badminton will follow in the evening.

Tenth Grade

There will be a Buffet Supper Party for the girls and boys with their parents and faculty on Sunday, October 5th at 3:30 at the home of Mr. and Mrs. Benjamin Carpenter, 1414 North Greenbay Road, Lake Forest.

Eleventh Grade

A Picnic Supper will be held for the grade with parents on Sunday afternoon October 12th at the home of Mr. and Mrs. Frederick Spiegel, 2300 South Greenbay Road, Glencoe.

Twelfth Grade

There will be an Open House on Sunday afternoon, October 5th, for the girls and boys of the grade at the home of Dr. and Mrs. Paul Starr, 695 Prospect Avenue. They will meet for Soft Ball at 3:30 in the village park at the foot of Snake Hill and go to the Starr home afterwards for cider and doughnuts.

The Senior Class with parents and faculty had a Barbecue Supper at the Herbert Mayer Farm west of Dundee on Friday evening, September 26th.

PARENTS ASSOCIATION OFFICERS AND COMMITTEES

Office Committee	Mrs. Darrell Boyd 47 Indian Hill Road	Tel. Winnetka 2965
Lunch Committee	Mrs. George P. Lynde 302 Forest Avenue	Tel. Winnetka 3225
Costume Committee	Mrs. Robert Gordon 1345 Private Road	Tel. Winnetka 1027
Library Committee	Mrs. Earle Johnson 600 Ridge Road	Tel. Wilmette 302
Art Library Committee	Mrs. John W. Brown 1186 Spruce Street	Tel. Winnetka 1354
Faculty Teas Committee	Mrs. Jules DeLescaille 770 Ash Street	Tel. Winnetka 2658
House Committee	Mrs. George Green 800 Prospect Avenue	Tel. Winnetka 1405
Skating Rink Committee	Mrs. Samuel Bingham 612 N. Sheridan Road	Tel. Highland Park 90

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume IV. November, 1941 Number 2

OUR UNDERSTANDING PARENTS

Every year at this time I am moved to feelings of profound gratitude and admiration as I watch the various members of our parent body who have accepted posts of responsibility on the several committees of the Parents Association swing into action.

So smooth is the working of these grade heads and committee chairmen that their work seems almost automatic; yet I know from long experience that the accomplishments of these groups are the result of careful planning and efficient management. The School would not be able to accomplish half of its present program of guidance and training were it not for the help which it receives from the parents in sharing with the teachers and the administration the responsibilities and duties involved in surrounding the children with an environment which will best enable them to develop their potentialities to the full.

I know of no other school (and I see a great many every year) in which the parents seem to understand so completely the value as well as the necessity of their active participation in the school's work. It is not a sense of obligation or duty which seems to motivate this. It is certainly not a sense of conscious virtue or charitable good works. Rather it is a conviction that parents and homes are necessary in the lives of growing children and are just as vital a part of their education as are schools and teachers, that children who miss either of these two elements have a serious lack in their lives, and that those who not only have both of these but have them understandingly and sincerely cooperating by sharing their responsibilities as fully as possible stand a far greater chance of growing into satisfactory individuals who will give as well as receive happiness in the common welfare of mankind.

Our school has been more than fortunate in the leaders who have come from among its parents in the past to blaze this trail and to keep it open. We are almost unique in the type and amount of participation of our parents in the active workings of the School. Each year as we bid goobye to the parents who have served us well and truly over many years, but whose children have now gone on to college and the larger life beyond, it seems impossible that there will ever come others who can fill the vacant places half so well; but each year new blood wells up to add its vitality to the School's life stream, and we marvel again at the excellence of the material produced. Can it be, perhaps, that this type of democratic sharing of responsibilities is of itself prolific of leaders in itself; that the assuming of responsibilities seems to produce maturity of character and the qualities of leadership.

I am deeply and profoundly grateful for the fact that so many mothers and fathers have carried on their activities so sincerely and so well. I know that their children not only benefit by this situation but derive great and lasting satisfactions from the achievements of their parents who are enlisted with them in a common cause. I am confident that the atmosphere of our Parents Association will continue to grow in this direction and help not only our children and our school but many others elsewhere.

PERRY DUNLAP SMITH

OFFICE COMMITTEE

Assignments for Absent Students

During the past weeks frequent calls have come to the School Office—at *any* time during the morning—from absent students wishing assignments in their work. It is the pleasure and duty of the Office Committee to procure such assignments. Possibly, however, many parents and students do not realize the importance of making requests for assignments *early in the morning.* The reason for this is as follows: Whenever a student asks for assignments, each of his instructors must be separately reached by means of written slips. These request slips are placed in the faculty mail boxes and collected therefrom during the first part of the morning. Late requests for assignments mean special trips to individual instructors and possible interruption of their work. The Office Committee will, therefore, greatly appreciate the students' compliance with the following procedure:

Any student who is absent from school and wishes assignments in his work for the following day should telephone the School Office *before ten o'clock in the morning.* If absent more than one day, he should telephone *each morning* for his assignments. The assignments may be obtained at the office Mondays, Wednesdays and Fridays after 4:00 P.M. and on Tuesdays and Thursdays after 4:15 P.M.

Exercise Schedule on Rainy Days

Parents wishing information about the exercise schedule on rainy days may call the office after 2:00 P.M.

Lost and Found

The Office Committee has charge of the School Lost and Found Department. This is located in the office of Knollslea Hall. Here all apparently ownerless articles picked up in the school buildings and about the campus may be turned in for safe keeping until reclaimed by their owners. Anyone, therefore, in search of missing articles should come to the *Lost and Found.*

EMILY M. BOYD, *Chairman*

EDUCATIONAL SERIES FOR NOVEMBER

Monday, November 3, 11:00 A.M.-12:15

RENE DUSSAQ—"A SOUTH AMERICAN'S VIEW OF SOUTH AMERICA"

René Dussaq, born in the Argentine and educated in Europe, is equally familiar with the life of both the North and South American peoples. His father, a Cuban citizen of French descent, was a delegate at the "Peace Conference" in Geneva. His mother is an Argentinian. His cousin is a Chilean, President of the Textile Industry in Chile. His sister lives in Brazil, while an older brother is head of a business firm in Cuba. René Dussaq attended universities in Geneva and Havana, was a Swiss and Cuban tennis champion, cockswain of a victorious Olympic rowing team, and a noted swimmer. Mr. Dussaq will discuss the distinctive differences between the South American Republics. His lecture will provide an unusual insight into the Latin American peoples.

LOWER SCHOOL

Children's Book Week

During Children's Book Week, November 3rd through November 7th, there will be an exhibition of some of the newest books for children in each grade room in Walling Hall. These books are being loaned by the Chestnut Court Book Shop and parents are invited to stop in to examine them.

ATHLETIC DEPARTMENT

Hockey

The Girls' Hockey teams have played Kemper and Roycemore schools with the following results:

1st Team		2nd Team	
Kemper 2	North Shore 3	Kemper 4	North Shore 1
Roycemore 0	North Shore 4	Roycemore 0	North Shore 3

In addition to these games there have been three Play Days, one with New Trier, another with Francis Parker and a third with Evanston High School.

Some of our players have been honored by being selected to play on the First North Shore School Girls' Team, which is chosen by tryouts from the schools which are auxiliary to the North Shore Women's Field Hockey Association. The other schools in this league are Roycemore, New Trier, Kemper and Highland Park. Marge Otter and Lina Kimball are on the first team while Nancy Dick is a substitute on the second team.

Schedule for November

November 7 4 High School and 2 Middle School Teams vs. Latin here at 2:30

November 15 2 Teams vs. Milwaukee Downer Seminary here at 2:30

Football

November 1—Francis Parker ..... There 10:00 A.M.
November 8—Wheaton Academy ..... Here 10:00 A.M.
November 11 (Tuesday)—Latin ..... There 2:00 P.M.
November 25—Football Dinner

Our team was undefeated until it met Milwaukee, October 25, having tied Northbrook in a scoreless game and defeating Todd 6-0 and Harvard 13-12, Milwaukee score 13-0.

PARENTS ASSOCIATION MEETINGS

Fourth Grade

There will be a meeting of the Fourth Grade Parents at the home of Mr. and Mrs. John N. Ott, Jr. on Monday evening, November 10th at 8:00 o'clock.

Seventh Grade

There will be a meeting for the parents of the Seventh Grade on Monday evening, November 17th at 8:00 o'clock at the home of Mr. and Mrs. James Garard. Mr. French, Miss Harvey and Mr. Gleason will be present to discuss the curriculum of this school year.

Twelfth Grade

The Senior Class, Mr. and Mrs. French, the Boarding Department and the Twelfth Grade teachers are invited to an Open House at the home of Mr. and Mrs. L. T. Wallace on Sunday, October 26th from four until six o'clock.

FACULTY TEA

Monday, November 3, 3:30-5:00 o'clock

Those serving as hostesses to the faculty at this time will be all mothers of the Tenth Grade with Mrs. Willis Gale and mothers of the Fourth Grade with Mrs. John Nash Ott, Jr.

STUDENT ACTIVITIES

Vaudeville, Wednesday, November 19th.

The annual presentation of the vaudeville will take place this year on the evening of Wednesday, November 19th. Every effort is being made to make possible a worthwhile performance. Work on the stunts is already under way. The Vaudeville is the chief source of income for the Student Government, which takes care of such expenses as the officials for all athletic events and athletic letters. All parents and friends of the school are invited to support this year's Vaudeville. Information regarding tickets may be obtained by inquiring at the School Office. Please remember to save the evening of Wednesday, November 19th.

Is is hoped that this year the NOTES will serve as a medium of exchange of ideas from one parent to another. We have already received several letters from parents bearing just as interesting and as vital a message as the one below and are holding them for future publication. We hope that more parents will participate from time to time. Such correspondence may be sent to NOTES in care of the school office.

TO ALL PARENTS:

We have always gone under the assumption that practically all parents are human beings and, as such, have the same fondness for enjoying themselves as they have so obviously passed along to their offspring. It is somewhat disconcerting, therefore, to find so few mothers and fathers taking advantage of the opportunities for having a good time that are available almost every week-end during the school year. We refer, of course, to North Shore athletic events and more particularly to the hockey and football games of the present season.

This is NOT a "let's all get in there and support the Team" appeal,—that is unnecessary because the student body is doing a good job in that department and the teams are responding accordingly. At this writing the football team is undefeated in three games and the girls have lost only one in hockey. This IS an appeal to the parents to "come on out and have some fun". We contend it is more *fun* to move up and down the sidelines watching every play than it is to sit, shivering, in the remoteness of a grandstand, peering through binoculars. At school games we are in on every tackle, almost literally sometimes, and can share in the disappointment of a fumble or the satisfaction of a completed pass. The audible remarks of the players on the field as well as those on the bench are often wondrous to contemplate and the soul-satisfying privilege of second guessing is at its peak.

Finally we contend that, after we have laughed as the eager cheer-leaderettes give their last "Hips, Hips, Hooray" and the game is over, it is satisfying to realize that we have seen a group of healthy boys and girls successfully living up to the ideals that we parents have tried so earnestly to pass along to them.

THE FATHER OF A GIRL

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume IV. December, 1941 Number 3

The Annual Report of North Shore Country Day School is given each year to the members of the corporation at the General Fall meeting of the Parents Association of the school. For the benefit of those who were unable to attend that meeting on October 27th the NOTES is printing herein a copy of the President's and Treasurer's reports for the fiscal year ending June 30th, 1941, also Headmaster Perry D. Smith's talk which followed as a part of the Parents Association meeting.

PRESIDENT'S REPORT

At the first meeting of the Parents Association each year it is customary to hold a brief meeting of the Corporation to hear the Treasurer's report.

In the spring, on May Day, it is customary for the Corporation to meet again to elect directors, though the voting may be done by mail because there are not many members of the Corporation present at that time.

In the past these two meetings have been sufficient because as a Corporation we had very little to do. The faculty was continuing to conduct as they are doing today a school of extraordinarily high quality—a school whose philosophy and whose activities are better known to people interested in education scattered all over the United States than to many of the people right here in Winnetka who have children to educate.

In the past there was a waiting list of students who wished to come to the School, so the enrollment problems were of a different kind than the enrollment problems we have today.

The Board of Directors handled the finances of the School and passed on matters of general policy, and the School ran along pretty smoothly without much conscious effort on the part of the members of the Corporation.

Of course, there was great effort put forth, but it was the natural result of a group of people who had not had a school of this kind to send their children to and who had joined together to create the school. Although I was not one of them, I imagine the effort they made was regarded as good fun rather than an arduous task.

Since the time I have been describing many changes have taken place.

The children of the founders and builders of this school have graduated.

Many new parents like myself have come in because we had heard from someone that the school was doing outstanding work, and it was a good place to have your children go to. We did not know why there was a North Shore Country Day School. We just accepted it because of its reputation.

Many other parents right here in Winnetka have never heard of the North Shore Country Day School, and all of you know that one of the most amazing changes that has occurred in the last period of years is that ⅔ of the population has changed. Former residents have moved away, and a larger number of new residents have moved in.

Until recently we have assumed that all these new residents would somehow or other find out about North Shore Country Day School. Now, in many different ways, some of which I shall tell you about, we are telling the parents of Winnetka why there is a North Shore Country Day School, what it means to be a member of the group who own and operate this school, and what the children are like who go to the North Shore Country Day School, and what their records are when they go on to the colleges and universities.

I am very glad to report to you that this work has resulted in about a 10% increase in enrollment this year, a part of which, however, is due to increased scholarships. Your Board of Directors feel that the kind of work that has been done is cumulative in its effect and that we can continue to increase our enrollment even though the trend of grade and high school enrollment throughout the country is down.

But it may be necessary to call special meetings of the Corporation from time to time, in addition to the Fall and Spring meetings which we have had, so that the members may become more familiar with their duties and obligations. Our School is a non-profit enterprise conducted by parents in order to provide a kind of education for their children which they believe will help their children to become good and effective citizens of a free and great country.

If any of you is not a member of the Corporation, let me remind you that if you are a parent and if you have made a temporary investment in the School by buying one or more debentures, you become a member of the Corporation by signing the register in the lobby.

FOSTER HANNAFORD

TREASURER'S REPORT

You will notice on the statement which has been handed to you that the School showed a net loss of $18,064.97 last year. That loss includes a payment of $5,000.00 on our mortgage which, of course, increases the value of our property by $5,000.00 and reduces the amount of interest we have to pay on the mortgage. The loss includes $5,000.00 set up for reserves for repairs and renewals. However, our general operations showed a loss of $8,000.00.

The reason for this loss is found in the amount of tuition received last year compared with the year before. In 1940-41 we received $19,000.00 less tuition than in 1939-40.

In the spring of 1939 your directors, of course, were not aware that there would be this drop in tuitions received for the next year, and they authorized the Head Master to employ the same sort of faculty that the school has always had, although I should say that the amount paid the faculty is the very minimum which can be paid and still maintain the program the parents expect from the School.

In the spring of 1940 your directors were aware that the School was facing a deficit for the year 1940-41. They were aware that the School could not continue to have such deficits. They were aware that there were only two courses open to them. Either to reduce the quality of what the School had to offer or to maintain the quality and depend on the members of the Corporation, the Enrollment Committee, and the faculty to bring the enrollment up to a point where the deficit would be wiped out.

They chose the latter course, and so I am going to deviate from the usual Treasurer's report and tell you what the Enrollment Committee, the parents, and the faculty have done to increase enrollment. I have already told you the results have been very gratifying, but the goal is not yet reached.

The members of the Corporation and all the parents have been very faithful about bringing in names of friends who have moved to Winnetka or who have mentioned their interest in North Shore Country Day School.

Fathers going down town talk casually with men who have children of school age.

Mothers in grades that particularly need improvement in enrollment have invited parents of children of the same age to their houses to hear some member of the faculty discuss the philosophy and the activities of the School. They have done this work most effectively.

The members of the faculty never miss an opportunity to come in and tell of new people who have moved near them and who should know about the school. They are just as conscientious as the parents.

The Enrollment Committee, consisting of two members of the Board of Directors, two members of the faculty, and two members of the administrative staff, has met weekly during the entire year. This Committe, assisted by many interested mothers, published our latest catalogue and distributed it most efficiently. It planned and remodeled and redecorated Leicester Hall as a school home to house and care for out of town students. There are now 7 boys living in Leicester, and all are very enthusiastic about the attractiveness of the rooms and the life they enjoy there with Mr. and Mrs. French.

Transportation has been provided for children coming from neighboring villages.

Our horizon is expanding, but there is still more work to be done right here in Winnetka to acquaint newcomers with the North Shore Country Day School, and if possible to do so before they have made plans for their children's education.

It has been a great demonstration of the fact that the parents of the school realize that it is their School, that it is doing for them things that they believe are worth while, and that they realize that they cannot continue to have the things they want unless a sufficient number of other parents join with them to make it possible.

A continuation of the effort made this year and the increase of this effort is the only thing which will justify the decision of your Board of Directors not to reduce the quality of the work done at North Shore Country Day School.

DARRELL S. BOYD

The North Shore Country Day School

BALANCE SHEET COMPARISON AS OF JUNE 30th

ASSETS	1940	1941
Cash	$ 7,168.35	$ 9,414.41
Notes and Accounts Receivable	1,425.50	1,644.23
Debentures Owned by the School	3,235.00	
Deferred Charges, including Prepaid Insurance	2,807.88	2,747.40
Property Account (at cost) including Real Estate owned in Fee, Buildings, Equipment and Inventories	829,161.24	824,449.50
	$843,797.97	$838,255.54
LIABILITIES		
Notes Payable	$ 8,000.00	$ 16,000.00
Deposit and Registration Fees for Ensuing School Year	7,675.00	9,752.80
Debenture Capital	250,000.00	250,000.00
First Mortgage	175,000.00	170,000.00
Reserve for Accrued Liabilities	3,044.18	2,992.13
Reserve for Renewals and Repairs	57,807.71	59,538.74
Unclaimed Interest on Debentures	537.00	537.00
Debentures Revolving Fund		100.00
Surplus, including gifts	341,734.08	329,334.87
	$843,797.97	$838,255.54

COMPARATIVE OPERATING STATEMENT

For the year ending June 30th in each case

INCOME:		
Tuition	$141,369.57	$122,163.09
Miscellaneous Income, including Rentals	3,043.00	2,837.30
Interest Earned (including Interest on Debentures)	1,239.00	1,256.76
Merchandise Sales	336.79	288.61
TOTAL INCOME	$145,988.36	$126,545.76
EXPENSES:		
Faculty and Administrative Salaries	$ 97,425.14	$ 93,017.99
Teachers' Annuities	2,998.56	2,913.31
Maintenance—Buildings, Grounds and Equipment	2,730.16	2,333.11
Insurance, Special Assessments and Taxes	3,171.67	3,150.86
Fuel, Water and Light	5,333.33	5,722.26
Janitors' Wages	5,806.23	5,955.99
School and Department Expense	2,667.22	2,595.55
Office and General Expense	2,147.98	2,295.04
Restaurant	132.77	1.25
Interest Paid	15,921.91	14,997.06
Debenture Expense (Taxes, transfer fees, postage)	333.81	173.81
Expense on Renewal of Mortgage	74.00	
Reserve for Additions, Renewals, Mortgage, Amortization, etc.	10,000.00	10,000.00
Enrollment Committee Expense		1,454.50
	$148,742.78	$144,610.73
LOSS FROM OPERATIONS	$ 2,754.42	$ 18,064.97

STATEMENT OF WALLING HALL BUILDING FUND

	1940		1941	
Cost of Building		$171,697.26		$171,697.26
Subscriptions Collected	$158,739.64		$163,383.93	
Pledges still to be collected or cashed	1,325.67	160,065.31	1,295.67	164,679.60
Still to be raised by contribution		$ 11,631.95		$ 7,017.66

NOTE: In order to complete the building, the general funds of the School originally advanced to the Building Fund $15,000.00 to finance the uncollected and uncashed pledges and the amount still to be raised by subscription: since that time $6,686.67 has been collected, and with pledges still to be collected or cashed there remains $7,017.66 still to be raised by contribution.

"The Independent School A Bulwark of Democracy"

In the new world which we hope will emerge from the travail and chaos we are now experiencing the family unit will be essential if democracy is to exist. The homes are the red corpuscles which make Democracy's life blood. When they are weakened, degeneration sets in.

Our school was founded by a group of people who sensed this. They determined to protect the power of the family and to preserve the dignity of individual family life. Hence they accepted the responsibility of guiding and controlling both the child's development and the school which was to create the environment where both individuality and social responsibility could emerge naturally and inevitably.

Such a school will always act as an extension of the home. At times it must assume the role of leadership, but always as a force complementary to the home, not by seeking to dominate it.

All of the great dictators have set out to destroy the spirit of democracy in their peoples by first weakening the influence of the home by substituting the state as a higher allegiance. Then they seek to bend the growing generation to their will by controlling the schools. When they find a school system in existence which is already largely acting as an extension of the power of the state, the task is easy. In such a situation the very existence of independent schools—schools which are existing only by virtue of the abiding faith of their patrons in them and the way of life they practice and preach, and which schools they have freely chosen and supported, often at great personal sacrifice—constitutes a bulwark of democracy. No political party or body of fanatics can completely control the minds of the young people of a nation while such independent schools continue to exist. On the other hand, if such schools should be allowed to disappear or dissolve entirely, the first step toward totalitarianism has been accomplished.

If democracy means anything, it means the right to one's own convictions and the right to worship God in one's own way, free from the dictates of any other authority. Today all good schools are attempting to help children grow into a life philosophy, to build ideals and to practice them, and to face squarely controversial issues. Great stress is placed especially on the teaching of "true democracy", but the definition of that ideal is not always clearly stated. If my children are to form such personal and vital standards at school, I as a father would like to have a part in it. I feel that no one but God can determine for me the philosophy which will be best for my children to experience. I do want to retain the democratic right of choosing my children's schools.

Every American citizen is justly proud of our great system of common schools. They are the glory of our Republic, but only so long as they remain *independent* schools.

There are many independent public schools, and there are plenty of private schools which are far from independent, for independence is not a matter of who pays the bills. That is relatively unimportant. My thesis is that, if a democracy is to continue to exist, its people must have the right to set up different types of schools whenever those provided by the state seem to be inadequate or to be losing their independence.

In America we have found that independent initiative and fair competition seem to create high standards of living and great efficiency and freedom. Under the present system of state schools very little of this is possible. Vital issues cannot be discussed; anything controversial is at once attacked by pressure groups and potent minority organizations. At best a compromise results and the beleagured

teachers tend to avoid such issues in the future. In all but a few public schools, they cannot teach the vital truths as they see them. The teachers have achieved remarkable results under such heavy handicaps. We have several such independent public schools in our vicinity. They are fortunate in their boards of education.

But even these hang by a thread, for the State law allows the Legislature to abolish all local boards by a vote at Springfield. It shows no signs of exercising this power, but it is there. Other states have not been so fortunate. Oregon passed a law making attendance at public schools compulsory, but it was appealed to the U. S. Supreme Court and found to be contrary to the Bill of Rights. Michigan also had such a law pending. Three states tried to forbid the teaching of foreign languages in the heat of the reaction against Europe after the last World War. Several states have attempted to curtail freedom of speech in teaching by compulsory oaths. The Universities of Louisiana, Mississippi, and now Georgia have been made ridiculous as institutions of learning and scientific integrity by political interference from the governors of the states. It can and does happen here! At such times the existence of independent educational institutions, independently endowed and supported, is indeed a bulwark of democracy.

I frequently find honest and forthright parents seriously disturbed by the feeling that somehow it is undemocratic to send their children to any but tax-supported schools. They talk of the democracy of making their children rub shoulders with all sorts of characters and of having to stand on their own feet and take the hard knocks as they come. To me this seems utterly inconsistent with living in the suburbs at all. Why did we come to Winnetka if not to expose our children to the best type of environment we could have? Ought we not to have stayed in the congested city if we wanted our children to grow up meeting all sorts of characters and taking life as it comes? We do not have to expose children to unhealthful influences in order to make them democratic, but we must be careful not to let them feel superior to anyone just because of the accident of birth. That is real snobbishness, and curiously enough may develop in a public school more easily than not, for there the boy who by accident of birth has a little nicer home, as far as material advantages go, than his classmates will stand out and be toadied to far more often than if he were in an environment where he had to make good on his own merits. When it comes to having to stand on one's own feet and take hard knocks, the boy who has to meet the academic standards of a school where all are struggling to face College Board Examinations, where everyone is required to take full part in athletics every day, has a great advantage over the boy who can slip off to the soda fountain every afternoon and who never has to get nearer a football game than to sit in the grandstand.

The test of whether or not a school is democratic is not who pays the bills; it is the way the children are taught to face life and its problems. Do the teachers of the school tell their pupils the truth as they see it? Are they free to build ideals and standards in the pupils which will last? Do they have faith in democracy and so allow their pupils to practice what they preach by having a share in the responsibility for running the school? Do the parents share equally in this responsibility and believe in these principles? If so, the school is not only democratic but it is a bulwark of democracy itself.

It is lack of faith in each other and the integrity of man that kills the democratic spirit. When a people loses faith in itself, it dies. When a people becomes cynical and gives up belief in ideals, the degeneration of its democracy has set in and the country is ripe for a dictator. Woodrow Wilson told us after the last war that, if we repudiated the ideal of a confederation of nations, we would break the heart of the peoples of the world, for they had come to believe in American

idealism. We did repudiate our idealism, and steady degeneration set in, as was obvious to anyone who travelled in Europe during those disillusioning years. Now we have a second chance to try to regain the faith of those peoples and of ourselves. We must test our beliefs and regain our confidence in mankind. In independent schools we have an opportunity to fight the enemy within, which breeds doubts and cynicism. We must be true to our better selves, dare to accept the responsibility for our own futures, and take our place in the community of nations. We must see to it that our great educational system teaches that sinking into the mass is not better than assuming the responsibility of leadership, which is far more thrilling though infinitely harder than the role of a follower, that to believe the best is much sounder than to think the worst of mankind.

Our school was brought into being by parents like yourselves. They were moved by a great desire to make this a better world and the hope that their children might play a part in bringing it about. They saw the dry rot appearing on all sides and determined to combat it by a school that was living in every fibre. They created such a school. Other groups of parents in other parts of our country did likewise. These schools must remain *independent*. They are a bulwark of democracy. You and I now have the privilege and the opportunity of carrying on what they have thus far so nobly advanced.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES PROGRAM FOR DECEMBER

Monday, December 8th, 11:00 A.M.

Tony Sarg and His Marionettes, "From King Tut to Broadway". Tony Sarg is internationally known, famous as a painter, an illustrator, and the creator of the Marionette Theatre in America. His program will include an amusing account of the history of Marionettes with many personal adventures, a demonstration of lightening sketches, impersonations, and a demonstration of his favorite and most complicated Marionettes.

CHRISTMAS TOY SHOP

Plans for the school's annual Toy Shop are not yet complete as this goes to press, but requests from the dozen or so charities which we have helped in previous years have already begun to come in. Evidently the need for the products of our shops continues. Evening meetings for the different grades have been planned in which parents and children may work together; these regularly prove to be among the most pleasant and profitable meetings of the year, so don't fail to note and reserve the date set for your grade.

Need for materials

The need for materials of all sorts will be even greater this year since the student government, working on a restricted budget, has had to cut the appropriation for Toy Shop to a third of its usual amount. The various committees will find use for whatever material you can furnish and would also appreciate your suggestions as to new toys, designs and projects; your help in organizing the work for your own evening meeting also is needed.

CHRISTMAS PLAY—DECEMBER 19th

The annual Christmas Program will be given Friday afternoon, December 19th at 4:00 o'clock. The Nativity Play will be presented by the Ninth Grade with the assistance of a special High School chorus. Other parts of the program will consist of the Christmas Story told by the Second Grade and Senior representatives, and special music from the Lower School.

GRADE MEETINGS OF PARENTS ASSOCIATION

Kindergarten

The Kindergarten parents will meet Monday evening, December 1st, at the home of Mr. and Mrs. Carleton Blunt, 30 Indian Hill Road. Mrs. Robinson will discuss her work for the year.

Fifth Grade

The Fifth Grade children and their parents will have their annual Christmas Toy Shop party on Tuesday, December 9th. We will meet for supper at 6:00 o'clock in the school lunch room, after which all will work in the Toy Shop.

Sixth, Seventh and Eighth Grades

The parents of the Middle School will meet for dinner in the Lunch Room on Monday, December 15th at 6:30. Afterward everyone will take part in the Toy Shop until 9:00 o'clock.

Tenth Grade

All parents of the Tenth Grade are urged to come to Dunlap Hall on Monday evening, December 8th at 7:00 o'clock to help with our share of the work of Toy Shop.

Eleventh Grade

Monday evening, December 15th, is your evening for Toy Shop. Be sure to be at Dunlap Hall promptly at 7:00 o'clock and join your children in the fun and worthwhile work to Toy Shop.

Twelfth Grade

The regular Toy Shop meeting for the Twelfth Grade and parents will be on Thursday evening, December 11th at 7:00 o'clock in Dunlap Hall.

Faculty Tea

The Eleventh Grade and the Seventh Grade will serve as hostesses with Mrs. James Hunt and Mrs. James Garard on Monday afternoon, December 1st, from 3:30 until 5:30 o'clock. Faculty Teas are held on the first Monday of each month in the Art Library in Knollslea Hall, two grades serving as hostesses to the members of the faculty. All the mothers of these grades are urged to come; this is a nice opportunity to meet with the teachers in a very sociable and informal way.

DEPARTMENT PLANS

French department

The boys of the Tenth and Twelfth Grades are working on the presentation of a play, "Topaze" by Marcel Pagnol. The exact date will be announced later.

Athletic department

Basketball Schedule:

Date	Opponent	Place	Time*
January 14, Wednesday	Latin	Here	4:00 P.M.
January 17, Saturday	Wheaton	There	2:00 P.M.
January 21, Wednesday	Francis Parker	There	4:00 P.M.
January 23, Friday	Northbrook	There	7:30 P.M.
January 26, Monday	Elgin	There	4:00 P.M.
January 31, Saturday	Milwaukee C.D.	There	2:00 P.M.
February 4, Wednesday	Latin	There	4:00 P.M.
February 7, Saturday	Harvard	Here	2:00 P.M.
February 11, Wednesday	Elgin	Here	4:00 P.M.
February 18, Wednesday	Northbrook	Here	4:00 P.M.
February 21, Saturday	Harvard	There	2:00 P.M.
February 25, Wednesday	Francis Parker	Here	4:00 P.M.
February 28, Saturday	Milwaukee C.D.	Here	2:00 P.M.

All games listed are for Varsity and Junior Varsity teams
*Starting time of Junior Varsity game.

Hockey

The Girls' Varsity Hockey Team has had a very successful season being undefeated. The results of the last two sets of games are as follows:

Latin		North Shore
1st team	0	7
2nd team	1	0
3rd team	0	8
4th team	0	5

Middle School

1st team	1	8
2nd team	0	7

Milwaukee Downer		North Shore
1st team	1	8
2nd team	2	1

Hockey Banquet

The Annual Hockey Banquet will be held in the School lunch room on Tuesday, December 2nd at 6:30 P.M.

MORNING EXERCISES—10:55-11:25 A.M.

December 1—Music under the direction of Mr. Duff
December 2—Movie: "Wheels Across India"
December 3—Lower School Morning Ex
December 4—Chemistry by Karl Wagner and Robert Adler
December 5—Morning Ex by the Senior History Class
December 8—"From King Tut to Broadway", Tony Sarg and His Marionettes (Educational Series) 11:00-12:15
December 9—Lower School Morning Ex
December 12—Christmas Tableaux by Art Major students
December 15—Christmas Music under the direction of Mr. Duff
December 17—Christmas Party in the Boys' Gymn (Toy Shop Display)
December 18—Christmas Reading by Mr. Smith
December 19—Rehearsal of music and procession for the Christmas Play

COSTUME COMMITTEE

Policy in Regard to the Lending of Costumes

This school is fortunate in having a remarkably complete and beautiful collection of costumes which is available to its students at all times. We owe this to the many mothers who have generously and unselfishly worked long hours studying, designing, and constructing the costumes, and to a succession of devoted members of the Costume Committee who for years have spent long periods of time sorting, cleaning, and storing this equipment.

The fame of this collection has spread to such an extent, however, that we now receive from various groups not directly connected with the school, an astonishingly large and frequent number of requests for the loan (or lease) of costumes.

The clerical work of checking and cataloguing these many requests demands more time than should be asked of our parent group. In addition to the imposition upon the time of our always generous committee, we find that the wear and tear on the costumes seriously impairs the usefulness of the costume room to the pupils of the school.

It is with great regret, therefore, that the adoption of the following policy seems necessary:

Costumes cannot be loaned or rented to groups outside the school.

ALUMNI BULLETIN

First issue, January 15th.

North Shore Country Day School, with the cooperation of the alumni, is publishing an Alumni Bulletin, the first issue of which will appear January 15th, 1942. The second issue will be printed May 15th. Mrs. James H. Eldredge, former editor of NOTES and mother of George Eldredge, class of 1941, is to be Editor-in-chief, assisted by David Corkran as Faculty Advisor. There will be an advisory committee consisting of one member from each graduated class, from 1921 to the present time. A copy of the Bulletin will be sent to all alumni.

Information wanted

It is very important that as much news of the alumni as possible be obtained. Will anyone having such information please send it to the office of the school or to Mrs. Eldredge, 800 Walden Road, Winnetka before December 15th.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume IV. January, 1942 Number 4

TRIBULATION AND HOPE

Everyone is now united in a single purpose, to win the war. As a nation we are going about this quietly and in a deadly earnest that bodes well for the success of our purpose and must chill the spirits of the enemy as they watch. We intend to profit by our mistakes in the last war and do the job thoroughly, thoughtfully, and to the full.

One can feel this even in the spirit of the children as they steady to their accustomed tasks with an unaccustomed determination and intensity. We have seen the magnificent example of morale in the people of London and are determined to show ourselves no less valiant in our time of trial. We realize as never before the interdependence of all mankind; that our Declaration of Independence, which brought us such bountiful blessings of freedom in America, must be supplemented by a Declaration of In*ter*dependence with all like-minded peoples everywhere on earth. That, to win a lasting peace, we must be willing to work together for the common good of all mankind, making whatever sacrifices are needed in order to give the greatest satisfactions and security to individuals everywhere. This is indeed the price of peace.

And such a Declaration of Interdependence is already written for us. It is to be found in the Old Testament scriptures and was quoted again in the New Testament by Christ. Thus it is deeply rooted into the Judea-Christian ethic as the two great commandments. To love thy God with thy whole heart and might and thy neighbour as thyself; The common fatherhood of God and brotherhood of man. We have heard it for generations but have never seemed able to practice it to any considerable extent. Now we intend to try; and in order to have a chance to try it on a world scale, we must first win this war. Otherwise we shall have no chance to practice anything but slavery.

Fortunately we may begin at once in our own lives at home to sacrifice, to give service to the cause, to discipline ourselves, to build our morale by seeing clearly what it is we fight and what we strive to win. War at least forces us to do these things, and quickly.

The homes and the schools can help in this by providing opportunities for service and sacrifice, and by setting the example of calm determination and confidence in the face of whatever we are called upon to endure. In times like these it is comforting to remember the words of St. Paul quoted in Robert Sherwood's great War drama "There Shall Be No Night": "We glory in tribulation, knowing that tribulation worketh patience; and patience, experience; and experience, hope." May the new year ahead see us well advanced toward our goal of making it possible for all the peoples of the earth to grow and wax strong in democratic living and respect for the soul of mankind.

PERRY DUNLAP SMITH

THE ROUND TABLE

The exchange of ideas, especially when based on experience, has always aided considerably in the forming of a sound conclusion with regard to any given subject. There has always been an opportunity in this school for the parents of a grade to discuss together the pros and cons of any problem or situation concerning their children. It might be very helpful at times if parents of older children who have passed through certain phases and difficulties could meet about a *ROUND TABLE* with parents of younger children who are about to meet with these same situations. Through the medium of the NOTES, the parents' publication of the school, it is hoped that this column will serve as such a *ROUND TABLE.* Its success is dependent entirely upon you and it is hoped that there will be a widespread participation in its various discussions.

This month after the influx from all points of education of financially dispirited sons and daughters, it seems a very appropriate time to take up the wellknown problem of allowances. Mothers and fathers have contributed the following and in a future issue of NOTES the *ROUND TABLE* will print comments on these which we hope will be contributed voluntarily. Such correspondence should be addressed to the *ROUND TABLE,* c/o the school office.

ALLOWANCES FOR CHILDREN

Allowance is defined in the Dictionary as a sanction, approval or tolerance, such as the conceding or granting or allowance of a claim. The verb indicates putting upon allowance and is defined as limiting to a certain fixed periodic amount of anything, as the allowance to a spendthrift.

It would seem that too many parents follow the above definition and consider that the granting of an allowance to children is to put the child on notice that so much money can be spent per week and the parent is not to be bothered by asking for more or with the details of its disposition. This practice inculcates the habit of spending the allowance as quickly as possible without much thought and then waiting for the next periodic dispensation.

An allowance is much more effective if it is treated more in the nature of a periodic dividend, which requires budgeting in order to meet the normal requirements of the recipient. As soon as a child attains an ability to count money and realizes what it is used for, an allowance can well be started at five or ten cents per week at, say entrance into first grade. When a child reaches fifth grade and has some knowledge of arithmetic and of normal requirements and needs, the allowance could well be raised to twenty-five or thirty-five cents per week, and accompanied by discussion and planning as to how it should be used. This should include giving a certain amount at Sunday School, saving a certain amount and applying the balance between consumable and durable goods.

When the child has become accustomed to planning the expenditure of funds and is about to graduate from middle school into high school, it would seem an opportune time to increase the allowance to cover all needs of the child excepting school tuition, doctors' bills and traveling expenses, which are variables to such an extent as not to be readily manageable within the limits of a fixed payment. At this age an allowance of $20.00 per month should cover the purchase of all necessary clothing in addition to school supplies and should permit the saving of a substantial portion. This saving can be accomplished by Baby Bonds and/or the opening of a savings account, which will bring familiarity with discount in the former case and interest in the latter case. At this period a child should start keeping an account, which should include all items of expenditure and should be balanced weekly with cash on hand.

At the time the child attains an ability to keep an account, there is a certain feeling of approaching maturity and independence, which is often irritated by advice as to how to budget and spend the allowance. However, if the account is accurate as to all details and considered by the child at periodic intervals when balancing, the child soon comprehends whether the money has been spent wisely or carelessly and thus develops an intuitive feeling about budgeting. This feeling coupled with family opinion is generally much more conducive to sound practice in expenditures than direct orders or restrictions as to disposition of funds.

This scheme when practiced with several children all the way from first grade to college has in each instance seemed to work successfully in the development of responsibility, reliability and proper consideration in the handling of money.

A Lower School and College Father

My experience indicates that an allowance, intelligently planned as to scope and reasonably supervised as to expenditure, will prove an instrument of training in the use of money and in the development of a sense of values. To provide full benefit the operation should be given a business rather than a gratuity aspect. This requires some simple form of bookkeeping and periodic audit.

When the issue of "all out" clothes allowances arises a budget procedure has proven interesting and instructive. The formula requires the submission in writing of a comprehensive budget for the school year.

After a preliminary inspection the budget is referred for review to an Appropriations Committee, which includes Mother, for approval. Items are checked as to quantity, price and balance. Discussion is apt to bring forth considerable revision which is instructive in itself.

The approved budget is then put into operation on a monthly pro rata basis with rigid rules against overdrafts by way of charge accounts or advances against subsequent installments. Itemized accounts of expenditures and periodic audits are fixed conditions of continuance. This procedure provides the background for a continuity of discussion on a normal business basis. The written budget and itemized account form an open record of management.

The procedure appears to develop a sense of values, a feeling of independence, and a more discriminating judgement.

High School and College Father

It is natural that small children are unconcerned about the value of money and they need not be bothered with financial problems. When a child gets to be 14 or 15 it is time for him or her to begin to be more systematic about lots of things and to assume more and more responsibility. At this time it is desirable for the parent to figure out a regular allowance for necessities and luxuries for the child. The amount depends on various factors: the circumstances of the family, the standard or equality to which the family is accustomed, and the character of the child.

A checking account is usually preferable, giving the child a sense of independence and maturity. If the allowance is ample the child should remain within it or be curtailed on his next payment. Otherwise the value to the child of a regular allowance would be nullified.

There is an educational advantage to children in being allowed to make choices and to learn from the choice and even the mistakes they may make in the spending of money.

High School and College Mother

Of course there are definite and well know advantages in the earning of spending money by a child. If the allowance is a clothes allowance it is unreasonable to expect a child to earn that much. If it is only spending money, it is not so unreasonable, although it may be made so on account of the time-filling occupations with which we crowd our children's lives. No generality can answer the question, but it should be remembered that one purpose of allowances is educational. If your child has the time and the opportunity to earn spending money, he will learn more in the handling of it, than he will if you give it to him.

HIGH SCHOOL AND COLLEGE FATHER

CALENDAR FOR JANUARY

January 6—TUESDAY, School Opens
13—Ninth Grade Parents' Meeting—Speaker, Perry Dunlap Smith
14—Basketball—Chicago Latin—Here
17—Basketball—Wheaton—There
19—Educational Series—Morning Ex. Russ Hoogerhyde, Archery
Monday, 11:00-12:15
21—Basketball—Northbrook—7:30 P.M.—There
23—Basketball—Elgin Academy—There
28-30—High School Mid-Year Exams
31—Basketball—Milwaukee—There

MORNING EXERCISES

January 6—Mr. Smith will speak on the year ahead.
7—Colonel Fordney *may* come to talk on the armed services.
8—Middle School Store ..... by the Eighth Grade
13—French Play, "Au Chant des Ooseaux"
by the Junior French Class

DEPARTMENT PLANS

Music Department

The orchestra, now increased to twenty players, will give a concert at Morning Ex on Friday, January 23rd. The programme will include:

Slavoric Dance in C ..... *Dvorak*
"Military" Symphony ..... *Hayden*
Allegretto
Minuet
Triumphal March ..... *Grieg*
(from "Sigurd Jorsalfar")

PARENTS ASSOCIATION MEETINGS

Lower School

On Tuesday evening, January 27th at 8:00 P.M. in Walling Hall there will be a meeting of all the parents of the Lower School Grades. Dr. Irene Josselyn, a wellknown psychiatrist of Highland Park, is speaking that evening on "Our Children and the Present Crisis".

Ninth Grade

There will be a meeting for the parents of the Ninth Grade on Tuesday evening, January 13th at 8:00 o'clock at the home of Mr. and Mrs. J. Williams Macy, 966 Private Road, Winnetka. Perry Dunlap Smith will speak on "Fundamentals in Freshman Year".

ALUMNI LUNCHEON

Over sixty Alumni attended the luncheon of the Alumni Association Saturday, December 27th. Classes from 1925 on were represented. Talks were given by Foster Hannaford, Jr., of the Royal Canadian Air Force, "Doc" Anderson and Perry Dunlap Smith. The meeting was the largest in recent years.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume IV | February, 1942 | Number 5

OUR FINANCIAL SITUATION STRENGTHENED

During the Christmas holidays, a group of thirty-eight parents, with a profound belief in the principles for which the School is striving, subscribed to the building and scholarship funds a sum sufficient to wipe out the School's deficits of the last three years.

The generosity of this group has placed the whole school family deeply in its debt; for such an act would have been moving at any time, but a willingness to contribute so freely under present conditions evinces great faith in the continued existence of the School and the values which it strives to maintain. We all feel a deep desire to express our thanks to these donors in some tangible form, for by their gift the School now stands on firm financial ground and can face the future with certainty.

Each patron of the School has at hand a very tangible means of implementing this feeling of gratitude; and that is by facing squarely his responsibility in the enrollment problem so that deficits will be avoided in the years ahead. If everyone will bear this in mind and do all that he can to help to increase the number of pupils by only twenty-five, not only will the danger of future deficits disappear, but the effectiveness of the instruction will be increased because of better balanced classes. A school of approximately 330 to 350 pupils seems to be the ideal size for efficiency of teaching and management as well as furnishing the best environment for developing sound personalities and a sense of individual responsibility so essential in a true democracy.

The best and most convincing argument for a school is an enthusiastic parent. Last year the School's enrollment was increased over ten per cent in the face of a falling trend in the neighboring schools. This was largely due to the efforts of the many parents who interested themselves in this problem. Now the Directors and the donors of this special fund have more than done their part to strengthen the School's position for the next few years. It remains for the rest of us to put our shoulders to the wheel again and see to it that the enrollment continues to rise next fall, so that we may start off once more with full classes.

PERRY DUNLAP SMITH

LOST AND FOUND

Once more the Lost and Found Department would like to bring itself to the attention of both parents and children of the school. This department is still in operation, but the work of its receiving end so far outweighs the results in distribution, that already the capacity of its storage space is overtaxed. A reminder, therefore, to students, to please *claim* their lost and found articles, does not seem out of order.

These days supposedly mark the beginning of a stricter economy in our way of living. Perhaps, then, it is not a wholly unwelcome thought to note that articles, which for weeks have lain in the Lost and Found, are still lying there *crying* to be reclaimed. Hats, mittens, scarves, jackets, glasses, fountain pens, rubbers, skating socks—and even one pair of riding boots!—make up the assortment. It is really the responsibility of the students to call for and collect these lost possessions. So to them we offer the well-worn slogan, "Come and Get it". But a reminder from the parents might stimulate the children to action. This, in turn, would greatly assist the efforts of the Lost and Found Department, which —in case anyone has forgotten—is still located in the office of Knollslea Hall.

COSTUME COMMITTEE

There will be two operas given this year, "Trial by Jury" by Gilbert and Sullivan, and "Xingabru", with script by John Jameson (11th Grade) and music by Ramsay Duff.

Sewing will start at once. We hope the mothers will save time to help and be ready to respond when the Telephone Chairman calls.

PARENTS ASSOCIATION MEETINGS

Tenth Grade

There will be a meeting for the parents of the Tenth Grade on Wednesday evening, February 4th at 8:00 o'clock at the home of Mr. and Mrs. Walter Fisher, 949 Fishers Lane, Winnetka. Perry Dunlap Smith will speak on "Adolescent Aspiration and Anxiety in the War".

Eleventh Grade

On Monday, February 2nd at four o'clock there will be a meeting and Tea for the Junior girls and their mothers at the home of Mrs. Calvin Selfridge, 1133 Pine Street, Winnetka. Miss Grace Bok, a guest speaker, will discuss the merits of Junior colleges. Mrs. Childs and several alumnae will speak on other schools. Early in March Mr. Smith will speak at an evening meeting to parents of the Junior boys.

Faculty Tea

MONDAY AFTERNOON, FEBRUARY 2ND, 3:30-5:00

Those serving as hostesses for the February Tea will be Mrs. Preston Burlingham with the Ninth Grade and Mrs. Murray J. Whitfield with the Second Grade.

SCHOOL HOLIDAY

There will be no holiday on Lincoln's Birthday but there will be two days at the time of George Washington's Birthday. School will be closed from February 20th to the 23rd inclusive.

AGAIN PRINCIPLES AND PRACTICE

There seem to be two latent fundamental human cravings which are driving forces in all peoples of the world today. They are apparently directly opposed to each other and yet they seem to have no difficulty in being present as activating agents in the same people at the same time, paradoxical as that may seem. Most of us do not recognize the presence of these conflicting drives, but respond now to one, now to the other. They consist in the desire to be free from external compulsions, on the one hand, and the desire to lean on some rule of thumb or authoritative power to guide us whenever we are in doubtful or critical situations, on the other.

For over a thousand years mankind has striven to free himself from external forces of compulsion—political, military, religious—and also from the forces of nature. But whenever he has succeeded in bringing about his liberation from any one external authority, he has tended to substitute another, and not always a less tyrannical, authority for the one he has just overcome, because he was not yet ready to stand alone and take the consequences of his own decisions. That is certainly one reason that Hitler's scheme of absolute submission made such a powerful appeal to so many of the peoples of Europe. They wanted freedom but particularly freedom from the obligation to make their own decisions and to stand upon their own feet and face the future with initiative, courage, and confidence.

If a democracy is to exist, it will have to produce individuals who do not fear to assume the responsibilities of independence. Men and women who do not wish to escape from freedom, for whom no set pattern of behavior is necessary in order to give them confidence. Today as never before, men and women must be trained to welcome and carry individual initiative and responsibility without fear and without undue fatigue. They must know through experience that they can find satisfactory solutions for every confusing problem as it arises without having to be given a blueprint beforehand by some authority; they must have confidence in their ability to work out their own techniques on the spot without having to be told beforehand just what to do.

Individuals today, in a great majority, must be so trained, if democracy is to survive and we are to prove competent to carry the vast responsibilities that will come to each free citizen in self-governing countries.

The home is the ideal place in which to train such individuals, if, and only if, it is a developing place, neither dominating nor dissipating in its atmosphere, where individual initiative and personal responsibility will naturally grow and be practiced. At no time has it been more inportant for the children to be exposed to such influences, on the one hand, or the parents to make sure that their home environment contains these elements of democracy, on the other. The school too must provide ample opportunity for the practice of initiative and the right to learn by making one's own mistakes through a program of gradually increasing pupil responsibility and mutual aid. These principles have been ours from the beginning, but in the present crisis we must dedicate ourselves to them again and with renewed determination and faith.

PERRY DUNLAP SMITH

THE ROUND TABLE

A Parent's Responsibility in the Nation's Defense Program

This war is every citizen's war—your war and my war. The greatest heritage we can give our children is being a good citizen. It will not be long before they will become active citizens and take their places as leaders of this nation. Selfish leaders bring corruption and war to nations; unselfish leaders bring peace and prosperity to a nation's people. If our children are allowed to be selfish as children and young people they will not be the leaders we will need.

It seems to me that this thought can be brought into our discussion of allowances through our National Defense Program. Our government wants every citizen to take part in this by making real personal sacrifices with regard to *things* and by going without material *things* to avoid inflation and at the same time be able to buy each week or month out of his regular salary or income what Defense Bonds he can afford, not just use savings or other securities for this safer investment. Should not our children be encouraged not only to do this but to want to do it? If their allowances are planned so that it will be possible *with sacrifice* for them to buy Defense Stamps or *save toward* Defense Stamps, will you not be helping them to be a part of this nationwide Defense Program and to carry their share of this war, thereby being better citizens?

A PARENT

A NEW TYPE OF PUPIL ACCIDENT INSURANCE

I should like to call the attention of the parents to a practice which has developed in recent years in several places throughout the country, and has been adopted by the parents of children in many schools similar to ours. This is a type of accident insurance for individual pupils whereby the insurance company guarantees to reimburse the parent for any medical expenses which may arise from an accident in which the student is injured during the school year. Coverage begins from the day that school opens or as soon thereafter as the insurance is taken out, and continues until the final day of the school year. The guarantee includes the cost of x-rays, hospital bills, nurses and doctors' fees, laboratory costs, medicine, and, in short, any medical costs incurred as the result of an accident which has happened during the school year.

The plan covers all accidents (including those in sports) whether sustained at school, at home, or while traveling between school and home, or wherever the student may be, regardless of how, when, or where the accident occurred as long as is was during the school year. It is not a group insurance but an individual insurance, taken out by individual parents. Reimbursement is made up to $500 for *each* accident, and the cost is approximately $5 for girls and $12 for boys, for the year.

So many parents who have tried this plan have expressed satisfaction regarding its results that I feel it incumbent upon me to call it to the attention of the parents of this school. Anyone who is interested should consult his own insurance broker, for several of the better companies are now offering this type of insurance.

PERRY DUNLAP SMITH

ALUMNI BULLETIN

Many of the alumni of the school are away at college or otherwise absent from home. Only permanent addresses are on file in the school office and must be used for mailing the new Alumni Bulletin, now in the mails. For forwarding to addressee additional postage of 2c only is required if the envelope remains unsealed. Will parents whose children are not at home please feel a responsibility in seeing that the Bulletin is forwarded promptly? There are a few extra copies of the Bulletin at the school office. These are available, as long as they last, to parents of the school and may be obtained by calling at the office.

Alumni News

The following items were taken from the Alumni Bulletin as it went to press:

John Fisher sailed in November with the American Field Service. At that time he expected to drive an ambulance in North Africa. Since then the family have received word that the boat instead of going to Cairo, as originally planned, has landed at Bombay.

Peter Dammann is managing Editor of the Crimson at Harvard.

John Howard is Assistant Manager of the Triangle Club at Princeton and will be Manager next year.

John Miller (better known as "Sonny") was Assistant Manager of Freshman football at Williams this year.

MORNING EXERCISES

February 2—Progress and Methods of the Red Cross by the Junior Girls

11—New Salem and Lincoln.....by the Fifth Grade

12—Educational Series: Thomas Hart Benton, "American Art" 11:00-12:15 A.M.

13—St. Valentine's Party, 10:45 A.M., Boys' Gymnasium. After the customary folk dancing and exchange of favors, in which the entire school participates, the 5th Grade will present a dramatization of the "Queen of Hearts". All parents are cordially invited to attend.

EDUCATIONAL SERIES PROGRAM

February 12th, Thursday, 11:00 A.M., Thomas Hart Benton, "American Art"

Thomas Hart Benton has been acclaimed by Grant Wood as the greatest American artist today. His paintings hang in the galleries of all our large cities and his influence on the art of his generation is widely recognized. There is no more truly American artist than Benton whose family has been identified with American history for generations. As a lecturer in several of our great universities Mr. Benton has been a stimulating speaker and a popular teacher. He will bring colored slides of his paintings. Since this date is a holiday for banks, etc. it is hoped that some of the fathers will attend.

DEPARTMENT PLANS

Athletic Department

BOYS' BASKETBALL SCHEDULE FOR FEBRUARY

February 4	—Chicago Latin	There
7	—Harvard	Here
11	—Elgin Academy	Here
18	—Northbrook	Here
21	—Harvard	There
25	—Francis Parker	Here
28	—Milwaukee Country Day	Here

OUR "GOLDEN BALL" GAME

"Golden Ball" games are being held this year by basketball teams the nation over to raise funds for the erection of a Memorial to Dr. Naismith, the originator of basketball.

This Memorlal is to take the same place in relation to basketball as the "Hall of Fame" at Coopertown holds to baseball and as the "Walter Camp Memorial" at New Haven holds to football. Basketball authorities intend to use the building not only as a memorial but also in the promotion of basketball throughout the country, for it should prove to be a strong incentive to players through the publicity which goes with the naming of mythical teams.

We have designated the Milwaukee game which is to be played in our gymnasium on February 28th as our "Golden Ball" game, and plan to charge 25c admission for that game. The funds raised will be sent to the Memorial Committee as our contribution to the enterprise.

GIRLS' BASKETBALL SCHEDULE

February 14	—Girls' Latin School (two teams)—10:00 A.M.	There
March 7	—Roycemore (two teams)—10:00 A.M.	There

Kemper date to be announced later.

Art Department

The Eighth Grade have been enjoying sketching from a posed figure. Each student takes his turn posing.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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IS IT FAIR?

WORK MISSED THROUGH ABSENCE

Teachers plan the work of their classes so that the necessary ground will be covered by the average class by the end of the year. As the college requirements are raised this becomes increasingly difficult, but by careful planning and intensified teaching it is accomplished. When an added burden is thrown on the teacher and pupils, the whole class is in danger of being handicapped. Such a burden frequently occurs when, after a prolonged absence, a child returns to school with lessons not made up. This means that the teacher often has to spend many hours with the pupil trying to help him or her catch up—which would have been unnecessary had the pupil done what he could during convalescence. The faculty are always glad to help a child who has been ill in any way they can, but it is decidedly discouraging to work extra time writing out special assignments for a pupil over a considerable period of time and then to have him return to school having made almost no attempt to complete any of these lessons. This sort of thing is unfortunate enough in the case of pupils who have been absent through illness, but it is inexcusable in the case of those who have been absent in order to enjoy social engagements or extensions of their holidays. Yet it is often this latter class of absentees who are the worst offenders, and who drag on for weeks after their return to school, holding the class back by never completely making up the work missed.

On the other hand there was, only last month, a pupil who, though absent for three weeks with a serious illness, returned to school with every assignment completed to the best of her ability, so that the teacher could, in a very short review, bring her up to the level of the class.

In matters of this kind the parents can be of great assistance, first by helping the pupil to realize the importance and the possibility of making up work as well as the obligation to himself and the class; and second by helping the pupil to schedule his time at home so as to cover as much of the work as possible before returning to school.

PERRY DUNLAP SMITH

DEPARTMENT PLANS

Music Department

The double bill, "Trial by Jury" by Gilbert and Sullivan, and "Xingabru" by John Jameson and Ramsay Duff, will be presented on Friday and Saturday evenings, March 20th and 21st at 8:15 o'clock. There will be a matinee for the Lower School on Thursday afternoon, March 19th at 2:30, and plans are now under way for an extra performance on Sunday afternoon, March 22nd for a group of soldiers and sailors.

Athletic Department

GIRLS' BASKETBALL

The Varsity Team defeated Girls Latin School 29-21 and the Second Team lost 16-30.

These two teams will play Roycemore there Saturday morning, March 7th at 10:00 A.M.

BOYS' BASKETBALL

The season will come to a close with the Milwaukee Game Saturday, February 28th in our own Gymnasium, the Junior Varsity playing at 2:00 o'clock, followed by the Varsity immediately afterward. This is our "Golden Ball" game, the receipts from the 25c admission charge going to the national fund for the erection of the Memorial to Dr. Naismith, the originator of basketball.

Bunny Leavitt, National Free-Throw Champion, will give a demonstration between the halves of the Varsity Game. This ought to be interesting to fathers and we hope they will avail themselves of this opportunity on Saturday afternoon.

Eighth Grade

The pupils of the Eighth Grade will be the guests of the American National Bank and Trust Company in Chicago sometime during the month of March. This trip is planned in order to enlarge their background in money and banking during the study of this subject.

EDUCATIONAL SERIES PROGRAM

March 2, Monday, 11:00 A.M.

Dr Maynard C. Krueger, "Making Labor Responsible"

Dr. Maynard C. Krueger is a professor of economics at the University of Chicago and a frequent participant in the Round Table discussions. A graduate of the University of Missouri, Dr. Krueger studied for five years in western and central Europe doing research in the fields of Modern European History, Political Science and Economics. The tremendous increase in the strength of organized labor from 1933 to 1938 has produced a chorus of demands that labor be made more responsible. Dr. Krueger deals with current problems in the constructive spirit which has made him one of the country's most effective undergraduate teachers.

THE ROUND TABLE

You, as a Parent, Help to Make Our School *Different*

Our campus with its home-like buildings and informal atmosphere is unique; our faculty are vivid personalities; our Music Department is not only brilliant but progressive; our Art Department is inclusive and intimate; but these are not the only reasons why our school is *different.* You are an important reason.

Your presence on the campus and in its buildings, your part in the school activities and your part in the parents' activities help to make North Shore stand alone in the ranks of schools throughout the country. Did you ever visit another costume room like ours or see another production as completely the achievement of the students and their parents as our opera? No mother in our school can ever say that she has not had an opportunity of making friends amongst the others. Many lasting friendships are made over the sewing machines or in the fitting room during opera season. The mothers at this time may get to know all of their son's or daughter's classmates. This close association makes Country Day *different.*

Not only do you on the campus make our school *different,* but do you realize how valuable you and your home are to the school at large? Have you ever stood on a street corner in other communities and watched the children wandering home from school early in the afternoon with apparently no goal or visited in a home when they arrived from school with the proverbial question: "What shall I do now"? True, our school offers to all of our girls and boys an inclusive and interesting after-school schedule with its many athletic teams, its dramatic and music rehearsals, art projects, etc.; I often wonder if we fully appreciate the value of these things. Our boys and girls come home from their various games so wholesomely tired that they have no desire to do anything but eat a healthy meal, do their homework and go to bed. You also, as a parent, play an important part in making the after-school life of our children *different.* The eternal Welcome sign which I have noticed hangs over the doors of our school homes makes the life of our young people a happy and a healthy one. If my children do not come home in the afternoon and I know they are not at school I do not worry, because I know they are in your home or some other one where the children are made to feel free to bring their friends without notice to "have a coke" or "hear that keen new record". I do not have to worry that they are at the corner Drug Store or in a Movie. Likewise in the evening, after skating or a dance, I know they are in some friend's home singing or hobnobbing and not in any public place. I truthfully do not believe there is another group of young people who have the "open houses" that ours have, and not just a small clique but a whole class. This is made possible by you and is what makes our school *different.*

A MOTHER

WANT ADS (No charge)

WANTED CONTRIBUTIONS to the ROUND TABLE column by parents with something to say concerning our common cause, the Child, the School, or the Home, and an urge to express themselves.

PARENTS ASSOCIATION MEETINGS

Fifth Grade

On Tuesday evening, March 3rd at 8:00 o'clock there will be a meeting for the parents of the Fifth Grade at the home of Mr. and Mrs. Frederick W. Spiegel, 2300 S. Green Bay Road, Glencoe. Mrs. Brcin, Mrs. Gleason, Mr. Telling, Mr. Harritt and Mr. Froelich will talk on their work in the Lower School.

Sixth, Seventh and Eighth Grades

There will be a meeting for Middle School parents at the home of Mr. and Mrs. Edwin Brashears, 484 Cedar Street, on Tuesday, March 24th at 8 P.M. Perry Smith will speak.

Eleventh Grade

The parents of the boys of the Eleventh Grade will meet at the home of Mr. and Mrs. Robert Gordon, 1345 Trapp Lane, Winnetka, Tuesday evening, March 10th at 8:00 o'clock. Perry Smith will discuss "Colleges and Emergency Regulations".

FACULTY TEA

There will be a Faculty Tea on Monday afternoon, March 9th from 3:30 until 5:00 o'clock. Serving as hostesses will be Mrs. John Shaw and the First Grade mothers, Mrs. Michael Blecker and the Fifth Grade mothers, and Mrs. A. J. Freiler and the Sixth Grade mothers.

SPRING VACATION

Spring vacation begins at the close of school on Thursday, March 26th, and the children will return to school at the usual time on Tuesday morning, April 7th. On Thursday the Kindergarten will be excused at 11:00 A.M., the Lower and Middle Schools at 3:00 P.M., and the High School at 3:05 P.M.

THE SPRING HOLIDAYS

Several years ago an extra day was added to both ends of the Spring vacation in order to make it easier to avoid having to travel on Sundays. It was hoped that with these days added, the parents would make every effort not to take their children out early or bring them back late.

For the most part, this has been done since the parents realize that not only do unnecessary absences add to the burden of the teachers and pupils who remain, but also badly handicap their children. Last year, there were 26 students who left before the term had been completed and 8 who were late in returning. While this was an improvement over the previous year, it is still a serious impediment to the progress of the classes. I, therefore, earnestly request the parents to do their best to avoid arrangements which would necessitate asking for extensions of the coming Spring vacation.

PERRY DUNLAP SMITH

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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THE COLLEGES DURING THE WAR

Many parents are worried about the changes that the colleges have been making in their requirements and courses since the outbreak of war, in an attempt to adjust the college curriculum to the needs of students and to the needs of a nation at war. This is not strange inasmuch as these changes are taking place very rapidly and somewhat haphazardly at first. But at the present time it is much more possible to get a clear picture of exactly what has happened and what is likely to happen. For now the colleges have consulted together and laid their proposals before the Government at Washington, particularly coordinating their work as closely as possible with the training departments of the Army and the Navy, so that a well-considered plan has evolved.

In the first place, it is, of course, in the men's colleges that the greatest changes must take place. These can be summed up by saying that every college is attempting to make it possible for its undergraduates to obtain as complete an education as possible before they reach the age limit of the draft and are forced to leave college.

In most of the eastern colleges of liberal arts, this has been met by placing the college on a twelve-month basis instead of a nine-month basis with a summer vacation. At Harvard, Yale, and Princeton, and most of the other eastern colleges, the summer months will be utilized as a regular quarter of the year's work. The freshman class will be admitted late in June or early in July, and will be allowed to complete two full courses during the summer months, so that, by the end of two and one half years, the necessary sixteen units will be acquired.

In order to make the selection of the entering freshman class before the end of June, the usual "comprehensive" College Board Examinations, which were given ordinarily in the third week of June, have been abolished, and there have been substituted for them the Scholastic Aptitude Test and three one-hour Achievement Tests, to be given, this year, on the eleventh of April, which is a Saturday. These tests are of the multiple answer type and not of the essay type. The children merely underline certain words and write down code numbers, but do not attempt to write full or essay answers to questions. Much of the correcting of these examinations is done by machines.

The colleges urge that these examinations be taken in the student's stride, and that no special preparations be given for them. Particularly, they do not wish—inasmuch as the college course is to be speeded up and condensed into a short period of two and one half years—that the high school course should be speeded up at all. The colleges have emphasized very strongly the importance of allowing the students to get the fullest possible value out of their high school work, and, particularly, requested the schools not to lessen the amount of recreation, which is so necessary to growing boys and girls.

President Dodd of Princeton has emphasized this point by advising twenty percent of the freshmen at Princeton not to take the accelerated course. Doctor Fuess of Andover has declared that he feels it would not be wise for more than fifty percent of the graduates of his school to attempt the accelerated course, as they would not be able to stand the strain nor benefit fully from a college course at that speed. The schools of engineering, such as the Massachusetts Institute of Technology, have refused to accelerate their course whatsoever. They base this on the fact that their experience during the last war with an accelerated course proved so unsatisfactory that they are confident they are serving the nation better by not accelerating their present course at all.

This is somewhat in contrast to the plan adopted by the Engineering School at Purdue, which is accelerating its program with a summer course beginning late in May, so that high school students will not even have completed their spring term work before they will be required to start the new course at this engineering school. The University of Illinois is starting its summer course on June 11, but the colleges in the East are none of them beginning their course before the twenty-fifth of June.

Our School is attempting to cooperate as far as possible with the instructions sent to us by the eastern colleges. Our children are going to take the April examinations in their stride as requested, although, of course, we are giving a slight review to those students who have not had mathematics this year and who, nevertheless, will be required to take a mathematics test. The colleges have emphasized most definitely that the school record of the student will count far more in the selection of candidates than ever before, and that they will make due allowance for those students who are attempting to take achievement tests in subjects which they have not had within the year. I have investigated this matter as fully as I can and am convinced that this will be done, and that tutoring or cramming for this type of examination would be more a hindrance than a help to the student.

For the girls' colleges, there does not seem to be the necessity for an accelerated course. Nevertheless, since the comprehensive type of examination has been abolished by the Board, the girls also will have to take the April examinations and are ready to do so. For the most part I think this will be an advantage to our students, as they have had plenty of practice for many years in this type of examination. The disadvantage will come to schools that have in the past exempted, as a regular procedure, most of their students from taking the examinations. Fortunately our policy has been exactly the reverse, and I believe it will bear fruit now. The men's colleges have announced that they are increasing the proportion of students that they will admit to the freshman classes, so that it would seem that the opportunity would be greater for student admission than ever before. On the other hand, most of the colleges seem to be maintaining the high standard for *graduation* that they have always adhered to so strictly. There is to be no issuing of degrees in depreciated currency. Those students who show proficiency in certain lines of endeavor of which the war effort is in great need will be deferred at the request of the college until they complete courses in these specialties.

I should be glad to confer with any parents on any phase of this question which may be of interest to them.

PERRY DUNLAP SMITH

COSTUME COMMITTEE

The Costume Committee wishes to thank all the mothers who gave so generously of their time and energy during the weeks of preparation for the opera.

CALENDAR FOR APRIL

April 11—Scholastic Aptitude Examinations
April 15, 16, 17—High School Examinations
April 20—Educational Series: Dr. Irving Lee, "Clear Thinking" 11:00 A.M.-12:15
April 27—Special Educational Series: Lieutenant-Commander Fallon of Colombia, "Central America"—11:00 A.M.-12:15

MORNING EXERCISES

April 8—Tumbling ..... Mr. J. Giallombardo of New Trier
April 9—Annual Talk on Baseball ..... Bill Bartholomay and Bill Williams
April 13—Money and Banking ..... Eighth Grade
April 21—Roman Life in the Time of Cicero ..... Junior Latin Class

EDUCATIONAL SERIES FOR APRIL

Monday, April 20, 11:00 A.M. to 12:15, Dr. Irving Lee, "Clear Thinking"

Dr. Irving Lee, chairman of the School of Speech at Northwestern University, is noted for his research in semantics and in the causes and cure of fear and anxiety. His particular field is in the training of speakers. Last fall, Harper's published his newest book, "Thought in Action".

Monday, April 27, 11:00 A.M.-12:15, Lieutenant-Commander Carlos Fallon of Colombia, "Central America"

We are fortunate to be able to have Commander Fallon with us through the courtesy of his friend, Mr. Hunt. It will be an added feature of the Educational Series without extra charge.

A native of Colombia, Commander Fallon received his primary education in this country when his father was Colombian Consul in New Orleans. Commander Fallon served in the Amazon headwaters during the entire war with Peru and was later appointed a member of the Advisory Board of the Ministry of War. Among the assignments he has held have been: Captain of the new destroyer "Caldas", member of the Commission visiting Panama Canal, Comandant of Upper Amazon Gunboat Flotilla, Commander of a Naval Battalion and Chief of Staff of the Navy. He is now doing scientific work in this country. Those who know him describe him as a vivacious personality and delightful speaker.

BASEBALL SCHEDULE

April 18	Luther at N. S.	2:00 P.M.
April 24	Open	2:00 P.M.
May 2	Milwaukee C. D. at N. S.	2:00 P.M.
May 6	Latin at N. S.	4:00 P.M.
May 9	University High at Chicago	11:00 A.M.
May 16	Milwaukee C. D. at Milwaukee	2:00 P.M.
May 23	Concordia at River Forest	2:00 P.M.
May 30	Latin at Latin	10:00 A.M.

ROUND TABLE

During the last month, while the preparations for the opera were going on, a number of petty thefts took place in the boys' locker room while members of the stage crew were playing basketball in the gym during their spare moments. This situation does not seem to be in keeping with a school of such high standards as ours, and needs the concerted and combined help of the school, the students and the parents. If the mothers and fathers have any suggestions as to how to clear up this matter and avoid its recurrence in the future, they would be most welcome.

It seems to me that, if every parent impressed upon his son or daughter the importance of respecting and protecting another person's rights and property, it might help to liberate the school from an unnecessary responsibility. May we ask you, Parents, to emphasize to your children the fact that those who are committing these misdemeanors are losing for the school the recognition which others have striven to gain for it. So, let's all do what we can to prevent the school from dropping below the standards which we should maintain.

A STUDENT

A RUMOR

I've heard a rumor and I don't like it. Can it be true that next year the opera is to be given up because of the war? When the reasons for such a movement are requested, a vague number of answers are given, but the reasons that I gather are most important are twofold: first, because of the war the general idea is to save money and not to spend it on such occasions as opera performances; second, during the war a great many people feel inclined to submit to an urge of martyrdom, giving up luxuries and everything except constructive work. The opera need not be a luxury and certainly is most constructive to a large number of young people, teaching them cooperation which is a most important factor in National Defense. Another reason, as I see it, might be that all the mothers, who have given in the past so willingly and generously of their time and energy to making costumes, might be unable to do so next year because of the increasing demands on them in home and defense activities.

Above all these arguments and others that might arise, I feel the importance of the opera to the student body of the school should win out. Although I have taken part in the opera only once, being a new member of the school, I feel that I am in an adequate position to speak for the other students, as I can better appreciate the comparative advantages of the opera, having partaken of student activities in other schools. For this reason, the opera seems more important to me perhaps than to the other students of the school, and I may be more appreciative of the benefits it gives one. Am I not right in believing that, if the students sincerely want opera next year, the mothers will somehow and wholeheartedly find time to give their usual help?

A HIGH SCHOOL BOY

RETROSPECT

Both in actuality, as in retrospect, some of the pleasantest and most gratifying experiences of my life center in North Shore Country Day School where my two children, a daughter and a son—now with families of their own, were in attendance.

Quite apart from the routine scholastic training received, they both acquired that certain something which increasingly I regard as even more important: I mean that broad cultural background which adds richness and understanding to life and without which even the most highly trained mind may live in comparative poverty.

It is unnecessary to elaborate the point, but I am convinced that the reason North Shore Country Day succeeds in this vital accomplishment and where too many schools and colleges fail lies in the single word PARTICIPATION: participation in the opera, the orchestra, class and Assembly discussion and programs, athletic teams and the countless activities into which every boy and girl is drawn and encouraged to do his or her best, rather than merely hear or see someone else do it.

A Father of the Classes of 1927 and 1929

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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THE WAR ON THE HOME FRONT

Many parents have asked about the effect of the war on the children at school. There is no doubt that it is greater than appears on the surface, for much of it is naturally suppressed by the child in an effort to avoid seeming to be nervous or frightened. The children seem to be more serious minded and are working harder than is usual. They are eager to participate in any form of war work, and they show unusual ability to organize for such activities quickly and efficiently and without the need of much adult assistance.

I sense no complacency or over-confidence about the war such as has been reported to me as being found in other localities. The pupils in my discussion groups seem fully aware of the gravity and portent of the world struggle, but are not over-emotional or hysterical about it. If there is anything that they can do to help, they are eager to do it; otherwise they wish to carry on with their usual schedule and learning as effectively and quietly as they can. They seem to be afraid that adults may become over-emotional about the situation, and since they already feel deeply about it all, they dread anything that might betray them into a display of their deeper and therefore more personal and intimate sentiments. They are anxious for help in trying to understand and explain the situation in which we have been precipitated, but they dread having their emotions exposed or played upon.

It is, therefore, the duty of the school and the home to provide as many legitimate outlets as possible for these anxieties which the children are only barely able to control. Every way in which we can let the children take part in the war effort will help their emotional control and relieve the tension. Also, any evidence of adult security and strength is of great help, for it has been demonstrated repeatedly that the children quickly take their cue from the adults with whom they are associated. In an orphan home in California where the children live in cottages, each under a house mother, there was no panic at all during the recent air-raid alarms in those cottages where the house mother was herself calm and free from tense nerves; but in the two cottages where the mothers had been anxious and worried before the alarm, the children were difficult to control.

Family and school routines are more important than ever now, for they tend to contribute greatly to a sense of security. Patient, firm, and understanding discipline will go a long way toward creating an atmosphere of safety and solidarity. Household responsibilities and duties for the children are not only healthful exercise for them and contributions to the welfare of the home, but they are contributions to the war effort by releasing parents' time which can be put into civilian defense work or Red Cross activities; moreover, they give the child a real and recognized place in the family organization, which contributes to his self-respect.

In spite of all that is being done, and the highly gratifying results that are evident in the behavior of the children, there are two symptoms of war nerves that persist. The first is an apparent increase of lack of courtesy and consideration on the part of the pupils. This is easily understood in terms of the underlying tenseness, but it needs to be recognized and remedied. Part of the preparation for war is to increase the self-control of each individual so that he or she may stand firm even under the most frightening circumstances. Consideration for others is certainly a large part of this discipline. If one thinks first of others, he does not think of his own troubles and fears so much. Hence the habit of courtesy should prove of great help to the community. If both the teachers and the parents will attack this problem together vigorously and at once, the habit of courtesy and consideration, for which our pupils have in the past been complimented, should soon be re-established.

The other symptom is closely connected to the above and is an alarming increase in the disregard for personal property belonging to others. This varies from the feeling of no obligation to return lost articles to their owners all the way to the theft of trinkets from the counters of stores in the Village. It is not, of course, confined to our pupils, for other schools are reporting even greater delinquencies, but there is enough of it among our numbers to cause concern and to indicate that parents and teachers might well do all they can to arouse in the children a high sense of honor and a desire to build a standard of integrity of which to be proud. The increase in juvenile delinquency due to the outbreak of war has been marked in our country, at it was in England. Public authorities here are studying the problem and taking steps to prevent and correct it as has been successfully done in the British Isles. Behavior of this sort seems to be contagious among children and is caused by the basic conditions of insecurity which are found everywhere. Therefore, I am taking this opportunity to acquaint the parents with the possibility so that appropriate steps may be taken in each home to strengthen the child's resolution before the condition arises. Children of the ages of ten to fourteen seem particularly susceptible to this form of relief from the strain of war nerves. The School is, therefore, centering its efforts on this age group, and will be glad to cooperate with the parents in any way we can.

PERRY DUNLAP SMITH

MIDDLE SCHOOL

The distinctive feature of the Country Day Plan is that the day at school provides for all the experiences of living—community, group and individual—and that the school day be long enough to permit an unhurried experience of living and a freedom of flexibility of program to take care of this.

It is not possible here to describe in detail how the Middle School (6th, 7th and 8th grades) fits into the Country Day Plan and our school as a whole; but we can examine sufficiently the environment in which the "Middle Schoolers" find themselves.

Community Life For twenty-three years there has been a daily half-hour program, in which the kindergarten through the twelfth grade and the faculty all participate. This family gathering is the heart of our school community and from it flows the blood stream, giving life to intra-age social, physical and academic activities. The Middle School could function without this, but how anemic and lifeless it would be!

STUDENT ACTIVITIES

May Day, Friday, May 15th

One of the gayest and most colorful festivals of the whole school year is May Day. Since May Day is the only outdoor festival in which all the school and parents join, good weather is always hoped for. The dances and picnic luncheon are much jollier if they can be held on the green, under the trees.

Although the Tenth Grade girls are in charge of all arrangements, such as programs, seating plan, costumes, color scheme, flower arrangement, etc., the entire school works with them. The Sophomore girls are also hostesses to a group of settlement children. It has been customary for years for the school to invite such a group to participate with our children in this gala day. As the day approaches, parents will be asked to help in the preparations, by sending garden flowers, assisting with costumes and preparing picnic lunches.

The day begins for the guests at 10:30 A.M. with a play in the Auditorium by the Fifth Grade. Then comes the procession to the May Day Green, where the Queen is crowned and the dances take place. After that the students, parents and faculty join together for the picnic lunches which each family brings from home.

After the Annual Parents Association meeting and several special committee meetings, everyone leaves about one o'clock, as there are no classes for the children in the afternoon.

Fifth Grade May Day Play—10:30 A.M.—School Auditorium

About one hundred and forty years ago a young Shoshoni girl was captured by fierce, raiding Minatarees from the East. Thus began a curious and unusual career, for this girl was soon found by Lewis and Clark on their way to the Pacific. She was taken with them as interpreter and soon proved invaluable in many ways, not the least being her ability to persuade the Shoshoni Indians to sell their horses to the expedition.

This is the story which the Fifth Grade is making into a play for May Day. They have taken the plot from their social studies which have dealt with American pioneers. Discussion of the plot began two weeks ago with Miss Radcliffe's help, and last week Mrs. Brcin started designing the costumes.

Parents who wish to give garden flowers for May Day

The Sophomore girls would appreciate any garden flowers which parents would like to give for May Day. Any shrubs or flowers which are in bloom at that time will be most welcome. It would be a great help to the girls in charge, if parents would call the school office and tell of their wish to contribute.

MORNING EXERCISES

May 1—"Steelman's Servant", a technicolor sound movie about steel
May 4—Junior and Senior Latin Classes
May 13—Elizabethan Music.....By Anna Selfridge, Joyce Berry, Nancy Kostbade and Bob Johnson
May 14—Bees .....by the Fourth Grade
May 15—May Day
May 22—Concert .....by the orchestra
May 28—America .....by the Fourth Grade
May 29—Memorial Day Exercise

DEPARTMENT PLANS

Music Department

The orchestra will give its second concert of the year on Friday, May 22, at Morning Exercise. The programme will include the Ballet music from Smetana's "The Bartered Bride" and the fine movement of Mozart's concerto in A for piano and orchestra.

Art Department

Interested members of the Tenth, Eleventh and Twelfth Grades will go to the Goodman Theatre on Saturday evening, May 2nd, to attend the current production of "Romeo and Juliet", and to make a tour backstage to observe production methods.

Athletic Department

Baseball schedule

May 2—Milwaukee C.D.	Here		2:00 P.M.
May 6—Latin	Here		4:00 P.M.
May 9—University High	There	(Chicago)	11:00 A.M.
May 16—Milwaukee C.D.	There		2:00 P.M.
May 23—Concordia	There	(River Forest)	2:00 A.M.
May 30—Latin	There		10:00 A.M.

PARENTS ASSOCIATION MEETINGS

Kindergarten, First and Second Grades

There will be a meeting of the Kindergarten, First and Second Grade parents on Monday evening, May 18th, at 8:00 o'clock in Walling Hall. Dr. C. Anderson Aldrich and Perry D. Smith will speak. Parents may bring guests.

Third, Fourth and Fifth Grades

There will be a joint meeting of the Third, Fourth and Fifth Grade parents on Monday evening, May 4th, at 8:00 o'clock at Walling Hall. J. Frank Dammann and Perry D. Smith will speak. Parents may bring guests.

Twelfth Grade

As is customary, the Seniors and their mothers will be hostesses at the last Faculty Tea of the year. This will be held on Monday afternoon, May 14th from three until five o'clock in the usual place, the Art Library. All Senior mothers are urged especially to come to this tea. They are requested to plan to remain for a few minutes after the tea to discuss some of the Senior arrangements.

THE ROUND TABLE

The following question was recently received by THE ROUND TABLE: Why is it necessary for parents to sign enrollment contracts so far in advance of next year's school term? Is the school in financial distress?

The Round Table has asked your Treasurer to answer this inquiry, and prints it herein.

From comments that have come to my attention it would appear that some parents of the school do not fully understand why they have received contracts covering next year's enrollment. May I take this opportunity to point out that this is not a new procedure, nor does it represent an arbitrary action on the part of the Board.

General scholastic custom has fixed this period of the year as the time when teachers' contracts must be entered into if the personnel of the faculty is to be retained. The Board has no control over that situation. Facing that necessity it seemed sound business judgment, in determining the extent to which it should assume obligations, to ascertain as accurately as possible the extent of the expected tuition income. The most valid and reliable data in such a determination are, obviously, signed enrollment contracts backed by registration fees.

It would hardly seem good judgment on the part of the Board, who in the last analysis are only the administrative representatives of the parents, to neglect any steps which might serve to eliminate the unknown factors in next year's operations.

Yours very truly,

DARRELL S. BOYD, *Treasurer*

SCHOOL SPIRIT AT NORTH SHORE COUNTRY DAY

The spirit in our school is the result of close co-operation between the parents, the headmaster and faculty and the students. It would be impossible to find a finer spirit than we have in our school. We find that the home of the pupil is extended into the school and the school reaches back to the home and with the two forces working together, it brings the best out in the children and better co-operation by members of the faculty, who know that the parents are back of them in their work. The fact that the work done by the parents is voluntary and not compulsory, also means a great deal to the school.

The spirit was especially displayed this year in the two operas given by the school. Enthusiasm shown by the children and heartily supported by the parents and faculty did much for the success of the two operas under the efficient direction of Ramsay Duff.

We saw the spirit of the school shown also by the Alumni during their meeting held at the school during the holidays. It was fine to see the spirit and love for the school shown by the Alumni.

Our headmaster, Perry Dunlap Smith, keeps the spirit of the school in the hearts of our Alumni in the various colleges by calling on them and keeping in touch with their work. This is appreciated not only by the students but especially by the parents.

The athletic teams of the boys and girls also display the spirit of the school in winning or losing games. This brings out the best in our children.

With the high tension in our community due to a disturbed world, we need to keep up more than ever the spirit of the school and this can be maintained by continuing the close co-operation of parents, headmaster, faculty and children.

As the school year draws to an end, and we look back over a successful year, we can look forward to the coming school year with the same amount of enthusiasm and hope.

RALPH E. BATTEN,
President, Parents Association

Group Life Problems of youth normally begin some time in the sixth grade, and these problems have to do with early youth wondering (and worrying) how he or she rates with others of a near age. A good share of the day is given to the "Middle Schoolers" to find this out. How? Student government; student council; library, lunch, lost and found, fire, air-raid, store clerking, defense collections, toy shop and morning exercise committees. With guidance and counsel from the faculty sponsors, self-respect and the realization of the importance of self develops. The roots of youth thereby are given nourishing food and substance for flowering.

Individual Life Youth has individual interests and desires, and he or she wants time as an individual to follow and develop individual bents. And at times, he or she wants to be just let alone. Ample time has been provided in the Middle School Schedule for free choice in play, science, art, shop, music and other interests which arise periodically, such as dramatic groups, and "Clubs", serving a temporary need.

School-Parent Relationship We are operating in a highly-organized community where some parts of our program may be duplicated. If a fairly constant contact is maintained between home and school, this duplication of the children's activities and the resulting strain can be avoided. As a direct contribution to this end, the Middle School program has been devised to take care of appointments and activities outside the school. Consultation with the Home Room Advisor will effect a desirable schedule for the child.

COLLEGE BOARD EXAMINATIONS

Trial practice examinations of the new, 1942, type will be given by the College Entrance Examination Board for the various colleges on June 13th. It is advisable that all Juniors who plan to go on to one of the major eastern colleges in 1943 should be taking these examinations this year, for the very valuable experience which they give. Either Mr. Smith or Mr. Corkran or Mrs. Childs will be glad to talk with any parents about this.

It is advisable for all the Junior *girls* who plan to take these examinations, to be registered in one of the colleges. This should be completed soon after May First. It requires about ten days to complete the application requirements—hence arrangements should be started at once, for Junior girls, by writing to the Director of Admission, at the college of your choice, and asking for application forms.

No Senior girl ever regrets having had this preliminary experience when she was a Junior; but those who did not have it, usually regret it exceedingly when they are facing Senior examinations.

JULIA CHILDS

None of the Senior boys will be taking the June Board Examinations, their fates having been determined in the April tests. However, in so far as is possible, Junior boys are asked to take the June Aptitude Test as an objective measure of their capacity at the end of the Junior year. Certain Junior boys may be required to take the June Achievement Tests as an added check upon this year's work. It is urged that all other Junior boys take the achievement tests for practice, but the tests do not count for or against admission to college.

DAVID CORKRAN

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume IV | June, 1942 | Number 9

JUNE ISSUE OF THE *NOTES*

This number of the Notes is the last issue of the school year. Soon the school family will be scattered to various parts of the country in the hope of building a sufficient store of physical and moral health to be ready to meet whatever tests and trials the coming year may bring.

These are indeed times that try men's souls, but it is in such times as these that strong and enduring characters are built. The impact of the war on the individuals in the School has been as profound as it was sudden. At first we all were undoubtedly in a state of shock. We were numbed and stunned by the blow. Many of us had almost completely to readjust our ideas from illusion to fact. This was not easy but it seems to have been accomplished. Then everyone turned to the single purpose of placing the country on an efficient war footing as rapidly as possible. In the School, this consisted of dropping non-essentials and organizing and adding new war-time essentials, such as air-raid drills, conservation collections, war-saving stamp sales, etc. These projects also served as an outlet for the students' pent-up nervous energies, which were sorely in need of direction and release. The result was a spirit of hard work and seriousness seldom achieved before.

In the meantime, the war began to take its toll of the faculty. Mr. Morningstar, who had left last spring to take his army training and whom we confidently expected to welcome back next year, could no longer be a possible hope. Mr. Millett was soon called to the Navy as a lieutenant and left for Quonset Point. Many others of the faculty added civilian defense work to their regular duties. I was particularly proud to find, when I was asked to supervise the training of the civilian defense workers in Winnetka, that of the four citizens who had been authorized to give instruction in the basic courses three were members of our faculty.

In the meantime, the homes too had come under added loads and restrictions so that the total effect upon the children was one of strain, uncertainty, and at times confusion. It is no wonder that they sometimes show the results of this in nervous excitement and impulsive attempts to find an outlet in adventure.

The best antidote for this seems to be a steady, calm atmosphere at home and at school with plenty of opportunity for useful constructive work. An accelerated program of studies would probably increase the nervous strain for boys and girls below the college age; indeed, President Dodd of Princeton has stated it is unwise at least for one out of four college men. The military and naval authorities are revising their procedures in order to make it possible for as many men as possible who show signs of promise to complete their college courses.

From these reasons it would seem that it would be well for the students to use the summer months in healthful and constructive out-of-door work of a sort that will toughen body and character, and, if possible, will contribute to the war effort as well. Young people need to feel that their efforts are of use to others. In times like these occupations, such as farming or any other out-of-door creative physical labor, are an excellent mental therapy as well as a patriotic duty. The war has brought a sense of singleness of purpose and a sharing of ideals which we might not otherwise have achieved. Let us resolve to capture this for our children so that it may endure in their lives after we have achieved a more lasting peace.

PERRY DUNLAP SMITH

NEW ENROLLMENT PLANS ANNOUNCED

Plan for Pre-Kindergarten Class: Beginning in the fall of 1942, the School will offer North Shore parents a Pre-Kindergarten class of not less than 10 pupils and limited to 15 pupils. This class will have its own separate room, and teacher, in Walling Hall. Tuition by contract will be $125 for the full year and no debenture will be required, or children may be entered on a monthly basis, without contract, for $15 per month.

Plans for Regular Kindergarten: Tuition will be reduced from the present $175 to $150 and no debenture will be required. The Kindergarten will use the regular Kindergarten room and the class will be limited to 20 pupils. Children may also be entered without contract at $20 per month.

Plans for the First Three Grades: Tuitions for each of the first three grades will remain fixed at the present fees, including the purchase of the $100 debenture each year, provided the enrollment in any grade does not exceed 15.

First Grade: In the event that the enrollment in the first grade exceeds 15 pupils, the tuition will be lowered by $10 for each child enrolled beyond the 15-pupil base. The limit of enrollment is set at 20 pupils. This means that the tuition which is now $250 per year would be reduced, for all children in the grade, to $240 should 16 pupils be enrolled in the first grade by October 15. The 17th pupil enrolled would bring another $10 reduction, until the maximum enrollment of 20 pupils had been attained, at which time the tuition would have been reduced to $200 per year. Changes in enrollment after October 15 would not affect the tuition.

Second and Third Grades: If the enrollment of either of these grades exceeds 15 pupils, the tuition will be lowered by $15 for each child enrolled beyond the 15-pupil base. The limit of enrollment for each grade is set at 20 pupils. Thus for the second grade the tuition of $325 would be reduced to $310 for all children in the grade, should 16 pupils be enrolled by October 15. The 17th pupil would bring another reduction and the maximum enrollment of 20 pupils would result in a tuition of $250 for all pupils. In the case of the third grade, the present tuition of $375 would likewise be reduced by $15 for each child over the 15-pupil base enrolled, and the maximum enrollment of 20 pupils would result in a tuition of $300 for all pupils. Changes in enrollment after October 15 would not affect the tuition.

No Changes in Admissions Qualifications: As has been the practice always, the admission of any child to the school, and the limitation of boys and girls in the grades to effect the proper balance, is at all times at the discretion of the headmaster.

The new plans offer many more advantages, from the standpoint of encouraging enrollment, than those now in effect. It is the opinion of the Board, the headmaster, and the faculty of the grades involved that the new enrollment regulations should result in both an increased use of our excellent facilities without additional expense and a greatly strengthened Lower School.

The enrollment of the Middle and Upper Schools increased materially last fall and these new regulations, which are thoroughly in line with the trend of the times, are planned to bring about similar results in the Lower School.

Continued study is being given to the ways and means of meeting the new conditions which are ahead of us and of maintaining and increasing the educational advantages of the school.

THE COMMITTEE ON ENROLLMENT REGULATIONS IN THE LOWER SCHOOL

CARLETON BLUNT, *Chairman*
T. KENNETH BOYD
WILLIS D. GALE
JOHN N. OTT, JR.
PERRY DUNLAP SMITH

COMMENCEMENT WEEK

Lower School Closing Exercise, Wednesday, June 3rd, 10:00 A.M.
Children will be dismissed at 11:00 (no lunch at school).
Guests: the Senior Class.

Middle School

Wednesday, June 3rd, students will be dismissed at 11:30 (no lunch at school) but may return at 2:00 for the Stunts.
Thursday, June 4th, students will be dismissed at 12:30 (immediately following lunch). 6th, 7th, and 8th Grade picnics will be held in the afternoon.
Friday, June 5th, MIDDLE SCHOOL closing luncheon, 12:00 noon.
noon.

Upper School

Luncheon	Wednesday, June 3rd, 1:00 P.M. Guests: Parents of the Senior Class, Alumni, Directors and their wives, and the Faculty. The Freshman Class will serve.
Stunts	Wednesday, June 3rd, 2:00 P.M. Guests: Parents of the school, Alumni, Directors and their wives, and the Faculty.
Commencement	Friday, June 5th, 3:30 P.M. Guests: Parents of the School, Alumni, and friends of the Senior Class.

All festivities are held at the School.

Association to its various committees. Because of this situation, which the House Committee has to face each year, this year's committee is saving its allowance for this year to hand on to next year's House Committee, that it may have something to start its work on at the opening of the school year.

There are many things needed which parents might have and of which they might be on the verge of disposing. Below is a list of articles most desired at this time or in the Fall:

Large rugs, 9x12 or 12x15
One large venetian blind
Two pairs of drapes
Nest of tables or end tables
Straight back chairs
Floor lamps
Sofa, preferably early American

Although these articles are especially needed, it might be that what you are going to give away would fill a bare spot. May we suggest that, before you dispose of any good piece of furnishing, you call the Chairman of your House Committee, Mrs. George Green, Winnetka 1405?

IRENE GREEN
Chairman House Committee, 1941-1942.

ALUMNI BULLETIN

May we again call your attention to the forwarding of the Alumni Bulletin to your son or daughter who may be away from home at this time? The second issue of the Bulletin has gone to press and will soon be in the mails. It is their Bulletin and they should have it. If you will just add another 2c stamp and drop it in a box, the editors will greatly appreciate it.

NEWLY-ELECTED OFFICERS AND COMMITTEE CHAIRMEN

Officers

President, RALPH BATTEN
First Vice-President, LESLIE GORDON
Second Vice-President, J. WILLIAMS MACY
Secretary, MRS. NORMAN HARRIS
Treasurer, MRS. MARY JACOBS

Committee Chairmen

Office, Mrs. Darrell S. Boyd
Lunch, Mrs. Robert O. Law
Costumes, Mrs. Robert Gordon
Library, Mrs. Brook Ballard
Art Library Mrs. John W. Brown
Faculty Teas, Mrs. Dain Fuller
House, Mrs. Willis Gale
Steering, Mrs. Kenneth Henderson
Notes, Mrs. Francis T. Wilson
Skating Rink, Mrs. Samuel Bingham

Members of Executive Committee (at-large)

Mrs. Muscoe Burnett, Jr.
Mrs. Harry J. Dunbaugh
Mrs. Denison B. Hull
Mrs. Calvin Selfridge
Mr. George D. Smith
Mr. Clarke J. Lawrence
Mr. Edwin L. Brashears

Desired Dress for Commencement Activities

Freshmen, please wear white for the Senior Luncheon on Wednesday. This applies to both girls and boys.

Freshman, Sophomore and Junior Girls, wear plain, simple white dresses for Commencement on Friday.

Freshman, Sophomore and Junior Boys, wear white trousers and dark coats for Commencement on Friday. Dark blue coats are preferable, as the appearance of the High School on the stage is far more attractive as a background for the Senior Class. It has been suggested that those who do not have a blue coat might borrow for the occasion.

Senior Girls wear long white dresses.

Senior Boys wear white linen suits with special class tie.

EXAMINATIONS AFFECTING HIGH SCHOOL STUDENTS

Seniors: Final examinations, May 29th, June 1st and 2nd.

Juniors, Sophomores and Freshmen: Final examinations June 8th, 9th and 10th.

College Board Tests: Saturday, June 13th at 9:00 A.M., Northwestern University in Chicago.

CLOSING DATES OF SCHOOL

Lower School, Wednesday, June 3rd, 1942 at 11:00 A.M.

Middle School, Friday, June 5th, 1942 after the High School Commencement

Upper School, Thursday, June 11th.

PARENTS ASSOCIATION MEETINGS

Second Grade

There will be a picnic supper for parents and children of the grade on Wednesday, June 3rd at 5:00 o'clock at the home of Mr. and Mrs. James Glaser, 615 Lincoln Avenue, Glencoe.

Fifth Grade

There will be a picnic for the Fifth Grade parents and children at the home of Mrs. Jack Benjamin, 951 Forest Avenue, Glencoe, on Friday, May 29th at 5:00 o'clock.

Seventh Grade

The final picnic for the Seventh Grade will be held at the home of Mr. and Mrs. James L. Garard, 50 Woodley Road, on Thursday, June 4th in the late afternoon and evening. Box suppers, baseball and tennis will be the order of the day.

Eighth Grade

The Eighth Grade will have their closing picnic on the afternoon of June 4th at the home of Mr. and Mrs. James Glaser, 615 Lincoln Aveune, Glencoe.

Ninth Grade

There will be a picnic for members and their parents on Wednesday, June 10th at the Mayers' Farm.

Tenth Grade

On Thursday evening, June 11th, the grade and parents will have their forewell picnic. The place and exact hour will be announced later by mail.

Eleventh Grade

There will be a picnic at the Stephen Gregory home on Voltz Road for the members of the Eleventh Grade and their parents on the evening of Friday, June 5th.

Twelfth Grade

On Wednesday, June 3rd the parents and teachers take part in the Stunts given in honor of the Seniors in the Auditorium following the Class Luncheon.

On Friday, June 5th, the Senior picnic will be held at the home of Mr. and Mrs. T. Kenneth Boyd.

THE LUNCH COMMITTEE

The Lunch Committee is one of the largest in the School and one of the most popular. It is never hard to get mothers to join it, for almost everyone likes to serve the lunch line.

As there is a rule prohibiting a woman's serving more than three years and as some of the Senior mothers will be bidding the School a sad farewell, there will be vacancies to be filled next year. This might, therefore, be an appropriate time for a few words of advice to new members of the committee. Each woman serves one day a month. Be sure to choose a day that will be convenient for you, for if you do not come on your appointed day it causes confusion and extra work for the women in the kitchen.

Two mothers are assigned to each day of the school week and their services are counted upon and much needed. You will receive a postal reminding you of your day. On it will be the name of a member of the telephone committee, so if by any chance you are not able to serve, you must let her know as soon as possible. She will get a substitute for you and the sooner you let her know the better, for her job is not an easy one.

The fact that there are two mothers serving each day might make it seem that one would not be missed. This, however, is not the case. Both are badly needed, for when the lunch line starts there is work for every one and if there is not the allotted number of people behind the counter things are necessarily slowed up. You will be asked to serve from 12:00 until 1:30. Be on time and do not leave until luncheon is over.

A member of the Lunch Committee has a fine opportunity of being in close touch with the School. There is no better way to get to know the children and the teachers. It is fun to be one who serves the lunch line, BUT if you do sign up, please be sure to be in the lunch room on your appointed day.

SARA GIBSON LYNDE
Chairman, 1941-1942

A PLEA FROM THE HOUSE COMMITTEE

The House Committee has probably the greatest financial problem of any of the standing committees of the Parents Association. It cannot function in any capacity without money and this is necessarily limited. Minor improvements in furnishings around the buildings of the School are most needed early in the Fall, and yet at this time there have been no allotments of finances by the Parents

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume V | October, 1942 | Number 1

In the annals of North Shore Country Day School last Monday morning was of significant import beyond that of being merely the first day of another school year.

It marked the entry of our school into its twenty-fourth year of service to the community. We can be forgiven a mild glow of pride and satisfaction in noting how well its principles and ideals, embodying the collective vision and judgment of its founders preserved and developed with fidelity and appreciation by their successors, have stood the test of time.

There is further significance, beyond mere statistical record, in the fact that, despite the strains and stresses of a war-torn world with its accompanying burdens, responsibilities and curtailments, our total enrollment as of the first day of school was above that of two years ago and not much below last year's initial figure. Encouragement and assurance may also be drawn from the fact that within this total are included some 71 new pupils representing 57 new families enlisted in our cooperative enterprise. From the standpoint of a complete educational program it is of real interest to note that the student body now enrolled includes a pre-kindergarten group of nineteen children.

These enrollment figures do not connote the mere accidental sequence of unpredictable factors. They represent the loyal, energetic and intelligent cooperation of faculty, parents, administration and the student body. They signify also in the broader sense, an increasing recognition of and response by the community to the ideals and philosophy of the independent school as a vital factor in the preservation of democracy. They testify also to the validity of our school as a function of community life.

To the parents who have freshly joined our ranks we extend a hearty welcome. By the enrollment of your children in North Shore Country Day you have not terminated your responsibilities or your participation in your child's educational program. Our school, in educational concept as well as in financial structure, is a truly cooperative enterprise. You will become increasingly aware of the fact that its educational and administrative philosophy and practice call for an understanding and continuing liaison between home and school, between parents and faculty. We enlist your help and active interest.

To the veterans in the ranks, both faculty and parents, a word of appreciation from your administrative co-workers is justly due. The progress of the last year was beset with problems and crises, new and old, personal and collective, national and local. To maintain perspective, to chart sanely the long range course and at the same time to effectively meet the daily issue was often a difficult problem. But with your understanding help and ever loyal cooperation the record presents a net total of progress and achievement of which we may be proud.

DARRELL S. BOYD,
President of the Board of Directors

A MESSAGE FROM YOUR PRESIDENT

The Parents Association extends a hearty welcome to the new parents as the school opens its classes once again.

With the high tension in our community because of the war, we parents will be called upon this year more than ever before to work with the faculty in closest cooperation. This fall we find a number of our valued teachers in the service. Other teachers are taking on extra work and responsibility to meet this emergency. We cannot do their work for them, as they are highly trained professional experts, but we can do our part just a little more perfectly perhaps than ever before.

Therefore, we appeal to all parents to work on our committees, giving the necessary time that this year may keep pace with if not surpass the high standards set in former years by the parents of North Shore.

The Parents Association was founded on the following principles:

1. To bring about a close cooperation and understanding between the faculty and parents.
2. To provide an opportunity for parents to meet and discuss matters of common interest.
3. To develop an interest in education and help to sponsor the best in it.
4. To educate ourselves in our profession as "parents".

The task of fitting the on-coming generations for their heavy burdens and responsibilities is not that of the teachers alone. It must likewise be shouldered by us, as parents. In fact, we must work as a partnership in closest harmony if it is to be a success.

RALPH E. BATTEN,
President, Parents Association

WANTED—BY THE PARENTS ASSOCIATION

House Committee

Each year there are some improvements about the school buildings which would add definitely to the comfort and pleasure and perhaps even to the efficiency of the faculty and children, and yet which seem unnecessary to the management of the school, which has so many absolutely imperative demands each year. The House Committee of the Parents Association has taken pleasure in spending its annual financial allotment on one or more of these projects. This allowance by the Budget Committee of the Association is necessarily small and the House Committee likes to make it go as far as possible; therefore, they would appreciate any donations of furnishings suitable for teachers' rooms on the campus. A studio couch and chairs for Walling Hall would especially be appreciated by Mrs. Robinson. Any other contributions such as lamps, tables, etc. which you might be contemplating discarding would be most acceptable.

Transportation

This is one of the problems facing us all and foremost in our minds. We all have to decide which are the most important things to do with our limited allowance of gas and tires. We cannot be too selfish in these decisions as there are certain group projects, especially for our young people, which should go on as in normal times. One is the Athletic Program for these growing boys, who will soon have to shoulder actively the War Program. They must not be deprived of this activity which means so much not only to them personally, but to all the boys and girls in the school and the school itself.

If every family in the school would volunteer to use their car just once during the year to help take our teams to a game away from home, our Athletic Schedule

by calling the School office, Winnetka 674, or Mrs. Leslie Gordon, who will be in charge of the distribution of tickets. It is urged that all visitors be in their seats before eleven o'clock'

STUDENT ACTIVITIES

Athletic Department

VARSITY FOOTBALL SCHEDULE

October 2—Chicago Latin	Here	3:00 P.M.
October 10—Todd	Here	10:00 A.M.
October 17—Harvard	Here	10:00 A.M.
October 24—Milwaukee C. D.	There	2:00 P.M.
October 31—Francis Parker	Here	10:00 A.M.
November 7—Wheaton	There	10:00 A.M.

Science Department

Some of the science classes are at present working on the project of planting bulbs, shrubs, etc. around the school grounds and in the green house. If you are dividing bulbs or thinning out shrubs and have some to spare, they would be greatly appreciated. They may be brought to the Science Laboratory of Dunlap Hall.

OFFICERS OF THE PARENTS ASSOCIATION

President	Ralph E. Batten	Winn. 2153
First Vice-President	Leslie Gordon	Winn. 2062
Second Vice-President	J. Williams Macy	Winn. 1109
Secretary	Mrs. Norman Harris	Winn. 1653
Treasurer	Mrs. Latham Jacobs	Winn. 2697

COMMITTEE CHAIRMEN

Office	Mrs. Darrell Boyd, 47 Indian Hill Road	Winn. 2965
Lunch	Mrs. Robert Law, 180 Chestnut Street	Winn. 1364
Costume	Mrs. Robert Gordon, 1345 Trapp Lane	Winn. 1027
Library	Mrs. Brook Ballard, 560 Orchard Lane	Winn. 1683
Art Library	Mrs. John Brown, 1186 Spruce Street	Winn. 1354
Faculty Teas	Mrs. Dain Fuller, 131 Apple Tree Road	Winn. 2184
House	Mrs. Willis Gale, 146 Chestnut Street	Winn. 1246
Steering Chairman	Mrs. Kenneth Henderson, 818 Bryant Avenue	Winn. 302
Lower School	Mrs. John Ott, Jr.	Winn. 1391
Middle School	Mrs. Norman Harris	Winn. 1653
High School	Mrs. Leslie Gordon	Winn. 2062
Skating Rink	Mrs. Samuel Bingham, 612 N. Sheridan Road	H. P. 90
Notes	Mrs. Francis T. Wilson, 535 Cherry Street	Winn. 1450

GRADE CHAIRMEN

First Grade	Mrs. Philip Atwood, 206 Fairview Road	Glen. 1402
Second Grade	Mrs. David Corkran, 274 Ridge Avenue	Winn. 2223
Third Grade	Mrs. James M. Royer, 66 Woodley Road	Winn. 2275
Fourth Grade	Mrs. Roy Walholm, 687 Blackthorn Road	Winn. 1093
Fifth Grade	Mrs. James Garard, 50 Woodley Road	Winn. 713
Sixth Grade	Mrs. Jack Benjamin, 951 Forest Avenue	Glen. 1061
Seventh Grade	Mrs. Melvin Veeder, 635 Maple Avenue	Winn. 1064
Eighth Grade	Mrs. George Gil Jones, 699 Walden Road	Winn. 182
Ninth Grade	Mrs. Thomas Kearney, 1000 Hill Road	Winn. 2131
Tenth Grade	Mrs. Denison Hull, 115 De Windt Road	Winn. 3155
Eleventh Grade	Mrs. Elmer Dick, 1070 Westmoor Road	Winn. 2278
Twelfth Grade	Mrs. Preston Holliday, 293 Ridge Avenue	Winn. 943

could be carried on as it should be. It is not fair under the present transportation conditions to allow the same ones to use their cars week after week, as some parents have always been willing to do. Is it too much for each one of us to share this responsibility in this small way?

EDUCATIONAL SERIES

Program for the Year

The Educational Series of lectures and concerts offered annually by The North Shore Country Day School to its students will begin on Monday morning, October 19th. The programs and dates are as follows:

October 19—11:00 A.M.-12:15
Dr. Frederick L. Schuman, Professor of Government, Williams College
"Eastern Europe"

November 2—11:00 A.M.-12:00
Siberian Singers; Nicholas Vasilieff, Director

December 7—11:00 A.M.-12:15
Lieutenant-Commander Carlos Fallon, M.C.
"Rise and Fall of Dictatorships in South America"

January 11—11:00 A.M-12:15
Dr. Chang-lok Chen, Consul General in Chicago
"Supply and Training of China's Military Power"
(Proceeds of this lecture will be donated to United China Relief)

February 8—11:00 A.M.-12:15
Lieutenant-Commander Carlos Fallon, M.C.
"Development of Democracy in South America"

April 26—11:30 A.M.-12:15
Gitta Sereng, "From Darkest Europe"

Educational Series for October

Frederick L. Schuman, "Eastern Europe"

Dr Schuman is a brilliant and provocative lecturer, teacher, and writer on contemporary Europe and on the human problems of a war-racked world. He was born in Chicago and received his Doctor's degree in 1927 at the University of Chicago where he taught until 1936. He has also taught at Harvard University and at the University of California. He is at present holder of the Woodrow Wilson Professorship of Government at Williams College.

Over a period of fifteen years he has travelled and studied widely in England, France, Germany, Italy, Austria, Hungary, Czechoslovakia, Russia and the Balkans. He was a Fellow of the Social Service Research Council in 1929-1930 and was awarded the James-Rowe Fellowship of the American Academy of Political and Social Science in 1933. He observed on the scene the inauguration of the first "Five Year Plan" in the Soviet Union and the Nazi Revolution in Germany. His special knowledge of Germany and Russia, of European diplomacy and of the past and present problems of American foreign policy make his analysis of current events particularly illuminating and stimulating.

The Series is given for the benefit of the students of the School without charge to them. For parents and friends who are interested in attending the Series and to help defray the expenses involved, tickets for the season are available for $2.20. The number of tickets is limited by the seating capacity of the east side of the Auditorium, which is reserved for parents and visitors. Tickets may be obtained

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume V November, 1942 Number 2

"THEY ALSO SERVE - - - -"

The School has begun its twenty-fourth year. It may well prove to be the most crucial year of its existence. The overwhelming fact we are all facing is that we are at war. That, however, does not begin to define the situation. The war may be—undoubtedly is—only a violent and visible sign of an intangible but very real social revolution through which we are all passing as a part of our evolution into a higher form of society and a better world.

We may not comprehend much of this underlying force or the meaning of the events in which we are participating, but it is our duty as teachers and parents to try to interpret these confusing impacts to our children.

This means that we first must try to secure some measure of meaning from the continuous stream of happenings for ourselves. We must, as never before, find and hold a living philosophy for ourselves. This is the time to stand fast in the faith, quit us like men, and be strong.

Most of us are short handed; we have to do without much we have been accustomed to think necessary; our children will be tense and we adults even more so. We have, all of us, to carry burdens of emotional strain and to face the certainty of heavy sacrifices, both in our hearts and in our material possessions. There were seven graduates of the School at Pearl Harbor on December 7, and the number who are in the armed forces has increased so rapidly that now there is hardly a family in the School that does not have a near relative in active service. Those boys and girls deserve and are receiving our most heartfelt prayers and hopes. We all are eager and alert to aid them and the cause for which they are fighting. Yet we sometimes feel frustrated that we are not able to do more to be more active participants in this war effort.

We must not forget that this is total war and that means that everyone everywhere counts. In England there are many women and children who have seen more of battle and destruction than their husbands, brothers, or sons in the armed forces. The family is still the basic unit of democracy, and the preservation of the family as a truly democratic unit where the spirit of democracy, the four freedoms, may flourish is an essential to the winning of the war.

These children of ours who are still with us in the home are the ones who are going to live out the peace. Their sense of values, their faith in justice and in man's ability to work out his own salvation, will very largely help to determine whether their generation will succeed better than ours was able to do in living up to the hopes and ideals we have cherished so naively for so long. We cannot leave democracy to our children as a *gift;* it must be achieved by each generation for itself. But we can leave for our children the kind of world in which it will be possible for the demcoratic spirit to grow, and teach them the necessity as well as the principles for growing it themselves. At no time do the children need us more than during this crisis. They look to us not only for guidance but also for a sense of

security. We can give this to them best by first achieving it for ourselves. And here the intuition of the great prophet Isaiah seems to point the way, "And the work of righteousness shall be peace, and the effect of righteousness, quietness and confidence forever".

PERRY DUNLAP SMITH

EDUCATIONAL SERIES FOR NOVEMBER

Monday, November 2, 11:00 A.M. to 12:00—Siberian Singers, Nicholas Vasilieff, director

The Siberian Singers represent the highest achievement in male choir singing. They are widely praised for their wonderful precision of attack, artistic finish, beautiful blend, sensitive musicianship and general interpretive ability. The program of the Siberian Singers represents the finest liturgical music, folk and gypsy songs; and is presented in authentic cathedral robes and national costumes. The enormous size of Russia and the many points of difference between the various parts of the country have given an endless variety of local color to the Russian Songs.

Nicholas Vasilieff, the director, is a distinguished young musician and an outstanding vocalist.

Season Tickets Still Available

There are still season tickets for The Educational Series available. Since the opening program, a lecture by Dr. Frederick Schuman of Williams College, has taken place, the tickets for the remaining five lectures may now be procured for $1.75.

TRANSPORTATION PROBLEMS

North Shore Electric to be Met

The School will make arrangements to have someone meet the North Shore Electric train at Willow Road, Winnetka, if parents of small children are planning to use the Electric for their children's school transportation after gas rationing goes into effect. The School must be notified as soon as possible if such a service will be needed.

Assignments for Absent Students

This year due to transportation difficulties the School Office will *mail* assignments to students who are ill, if parents phone their requests before 10:00 A.M. It should be understood that students will not receive such assignments by mail until the following afternoon.

COMMITTEES OF PARENTS ASSOCIATION

Art Library Committee

Mr. and Mrs. Kenneth Boyd have very kindly loaned to the school an oil painting by Henry Strater, the well-known western painter. It is a picture of an Arizona Ranch and has been hung in the foyer of the Auditorium, where all the students can enjoy it. On each side of it has been placed a reproduction of other work by the same artist. These reproductions are some of the collection which the Art Library Committee has been collecting, to be hung from time to time in the various class rooms. It is a privilege for the entire school to be able to enjoy an original such as Mr. and Mrs. Boyd have loaned us. If anyone has at any time a picture which is not in use, the committee would greatly appreciate it for a loan exhibit.

the demands of today and a post-war world. A luncheon at the school will be followed by a trip to the Northwestern Technological Institute in the afternoon.

Miss Ida C. Wied, head of the Science Department of North Shore Country Day School is president of the Science Teachers' Section of the association.

MIDDLE SCHOOL

The Middle School Store

In connection with their Social Studies and Mathematics the Eighth Grade has opened a store in the basement of the Middle School building. The capital needed for painting the store, material for curtains, and buying the initial stock was raised by selling shares to the grade. Profits will be divided between different student funds. The store is open for an hour in the middle of each day.

Conferences with Teachers

Parents will be asked to meet with their children's adviser during the third and fourth weeks of November in order to discuss the progress which has been made during the first quarter of the year.

LOWER SCHOOL

Fourth Grade

The Fourth Grade is attempting to gather "pretties" for the Christmas of the children of Caney Creek, Kentucky. Any small object, used or new, to tuck in the parcel will be greatly appreciated.

Fifth Grade

The Fifth Grade is studying about the peoples and happenings of the Pacific Basin, their present interest being a study of Hawaii. The general subject is Hawaii Yesterday and Today. Mrs. Dunham, whose home has been in Hawaii until June of this year, has come to Country Day as Fifth Grade teacher. Because of scarcity of ships and priorities it was necessary for her to come as an army nurse and her son Forrest troop class. The children are very fortunate to have Mrs. Dunham to bring Hawaii to them and make it so real.

First, Fourth and Fifth Grades

On November 4th in Morning Ex at 10:55 o'clock, these grades will present The Pied Piper of Hamlin in Pantomime. Parents are welcome.

STUDENT ACTIVITIES

Vaudeville

On Friday evening, November 13th at 8:00 o'clock, the High School will present the Annual Vaudeville which is given to raise money for Student Council. This year it is to be as nearly like the old time vaudevilles of the Gay Ninety Days as possible. The committee in charge is very anxious to have a PARENT ACT. It is rumored that two fathers are at work on one, but others are wanted. If you have an inspiration and like to act and have fun with the children, get in touch with Cyrus Bentley, manager of the vaudeville. He has suggested that he would very much like a "Black Act."

Tickets will be on sale at school and be sure to have your children buy enough for the whole family. They will be $.90 plus $.09 tax, and the show promises to be well worth it.

Library Committee

A Book Fair for the benefit of the School Library will be held on December 2nd and 3rd in Walling Hall. Mrs. Tooze of The Book Box in Evanston and Mrs. Hirsch of The Chestnut Book Shop will present interesting descriptions of the new books for both children of all ages and adults to the students, parents and friends of North Shore Country Day School. This will afford a splendid opportunity to anticipate Christmas book needs. Books will be sold at this time and a percentage of the proceeds will be given the school for its library fund.

DEPARTMENTAL ACTIVITIES

Music Department

The A Cappella Singers have been invited to give a program of music at the Lyonsville Congregational Church, near La Grange, as part of that church's Centennial Celebration. This Concert will take place on Friday, November 20th.

As information for parents who have not heard this group of girls or do not have a daughter in it, Mr. Duff discovered during the Fall of last year that there were a number of girls in the school who were very much interested in singing and desired to meet in a group regularly for that purpose. Mr. Duff was kind enough to offer his services to these enthusiastic musicians and twelve of them have been meeting weekly.

The choir has already given a public program at an educational convention in Evanston.

Athletic Department

Girls' Hockey Schedule

October 16—Roycemore at North Shore
1st team tied—3-3
2nd team won—2-0

October 23—Kemper Hall at Kenosha
1st team won—2-1
2nd team lost—2-0

October 30—Girls' Latin School at North Shore
(4 teams)

November 7—Milwaukee Downer at Milwaukee
(2 teams)

Varsity Football for November

November 7—Wheaton.....There.....10:00 A.M.

Since train transportation between Winnetka and Wheaton is difficult, it being necessary to go into Chicago and change trains both going and coming, if you are planning on driving to see the game or would enjoy doing so, could you get in touch with the Athletic Department and plan to take some of the team?

Science Department

The Annual Meeting of the Science Teachers' Section of the Private Schools' Association of the Middle States is to be held at North Shore Country Day School, on Saturday, November 28th. The talks and Round Table discussions will be centered about the problem of fitting High School Science to meet

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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THE TIME IS NOW

The overwhelming question facing our students, teachers, and parents as we enter December and the second year of the war, is what will be the effect of the new draft law, and how can we best prepare to meet the changes it will impose.

It seems clear that the objectives in the last years of the high school, at least, must be changed and changed at once. That is easy to do in form but not so easily accomplished in thinking and in attitudes. It is always hard to re-orient one's point of view, especially if it has been long established. But both the homes and the School must make this shift quickly if it is to be done in time to help the students.

There are at least ten lads now in our Senior class who will be eighteen before the close of the school year. Most of the others will come within the provisions of the law shortly thereafter. It seems perfectly clear that, instead of entering a college after they leave the school, they will enter the military services. We must, therefore, shift our objective from fitting these lads to meet the opportunities, obligations, adventures, and temptations of Freshman year at a cloistered college, to fitting them to meet the temptations, excitements, obligations and opportunities of life in an army camp, where the guidance and protection can be very little at best.

At first this may seem to be a tremendous change, but actually the same qualities and character traits are needed in both cases; only now they must be intensified. We must build up and toughen the boy's physical equipment so that he is sound of body and able to endure any physical strain and test that is put upon him; we must build up and strengthen his moral equipment, also, so that he can meet whatever tests he will have to meet in that phase of his life as well; and we must be sure that he realizes what he is fighting for—we must equip him with ideals and burning convictions and some meaning to life.

These are the aims and aspirations that the home and the School have always had for their boys. Such standards have been our fondest hope since the start. It was for that reason that the School was founded, and it was for that, that you chose the School for your sons; but now we must intensify our efforts and secure results more rapidly and more completely.

That is what is being done. Each teacher, each class is working more intently than ever to bring about these results. Wherever possible the subject matter is changed to point toward a more immediate and personal use, but, in any case, those elements that tend to increase self-discipline and control, exactitude, neatness, and dispatch are emphasized and insisted upon more than ever.

The students themselves are cooperating fully. They feel the impact of the situation and are working far more intently than ever before. They are setting higher standards for themselves.

But we adults should not be surprised if the young people sometimes make an outward show of covering this basic seriousness of purpose. Youths are always self-conscious about the deeper emotion. And for a Senior boy, an immediate call to arms is an enormous emotional shock.

All adolescent youths must pass through a state of rebellion against authority. It is part of their growing-up process; it is a way of securing a feeling of independence and self-hood. The Senior has been passing through this phase, when—just as he is coming out of it, just when he is looking forward to the freedom and independence of life in college, which he feels he has earned by his work in his classes during the past four years, and which will give him his chance to show what he really can do on his own—suddenly this door is banged shut in his face, and instead of independence he is give complete subordination to an authority from which there is no appeal and which he fears will treat him not as a person but as a number, a small cog in a huge wheel. This is not what will really happen, but that is the way it feels to the sensitive growing boy without experience and with vague and unformulated ideas and attitudes. No wonder, if he behaves somewhat nebulously at first or even reverts temporarily to infantile emotionalism.

We must help him now, as never before. We must lead him to face his problem squarely, not blindly; we must bring him to adult attitudes of spiritual values and sound judgments rather than seem to condone any feelings of self pity on his part. He is having to make rapid changes of plans; his whole life is being disrupted; but he is being given a great opportunity and he is having a chance to play an active part in one of the most portentious struggles of history. Deep down in his heart he knows he would not want to be anywhere else and glories in the fact that he has been recognized as a person and a man who is thus considered essential to his country; but at times he feels inadequate and thwarted and almost afraid. It is then that his parents and counsellors can help him most, for there is always the danger of his slipping into the old self-pitying attitude of feeling that "as long as I am required to give up so much for my country (usually visualized as "the Adults"), I am entitled to indulge myself now, and they can't expect me to live up to the old standards and controls of civilian life."

Of course, in reality, never in his life is there a greater need to maintain standards and develop self-control. We must help him to see this. There is plenty of opportunity for recreation in the army, but what he does with this free time, what type of "shore leave" he chooses, will determine the success of his future life. Now is his chance and ours to help him develop ideals and spiritual standards.

The permanent effects of army life will be with him after the war is over. What these will be depends almost entirely on what standards and values and ideals he brings with him when he enters it. Military life can be degrading as well as sublimating, depending upon the character of the soldier's background and personal philosophy. The "last chance" excuse is not valid but viciously dangerous.

These things we can strive for and must succeed in obtaining for our young men this year. They know that they will need mathematics and physics and that a high school diploma will be highly useful for promotion. They realize that, if they can succeed in obtaining a college admission certificate before they leave us, the chances of their completing their formal education at some college when they return are much greater. We must also make them feel the absolute necessity for maintaining higher personal standards than ever before and for sensing to the utmost the spiritual values and a sense of the oneness of mankind.

These lads have faith in us. They are willing to do anything that they feel is needed or expected of them, but they must see that we, too, are willing to make sacrifices and to raise our personal standards of living and self-discipline. They must sense burning convictions in us, their parents, from which they can catch the fire of a crusade. They must feel the power of the spirit in home and in school behind them every minute. They must know that we, too, are "worth saving". Now is the time ripe to fulfill the old prophecy found in Malachi, "And he shall turn the heart of the fathers to the children, and the heart of the children to the fathers, lest I come and smite the earth with a curse."

PERRY DUNLAP SMITH

CHRISTMAS BOOK FAIR FOR STUDENTS, PARENTS, FRIENDS

Buying books for Christmas gifts is almost as treacherous a feat as selecting a tie for husband or son. Unless you have read the book, you are only guessing. Very few book clerks can or do read the books they sell. Mrs. Tooze of the Book Box in Evanston has not only had experience as head of her own book shop, but has put on Christmas Book Fairs at many schools during the past year. Last year Mrs. Tooze had charge of ten such affairs in nearby schools and colleges. With this experience in dealing with parents and friends of outstanding private schools, added to her own background as a Smith College graduate, Mrs. Tooze is well-equipped to help you select the right book for each one on your list. The Fair will be held on December 2nd from 1:00 o'clock until five, and on December 3rd from 10:00 A.M. until 5:00 P.M. in Walling Hall.

Special Selection for Boys in Service

There will be an exhibit of books especially suitable for Service Men; not only books recommended by the various services for students and men in training, but books which will help to pass some of the lonesome hours as well as amuse and entertain. There are very few things which we can give to our sons and friends who are in uniform, but books can be used and enjoyed by them, then passed on to the next one to spread pleasure and enjoyment.

20 Per Cent of Sale to Go to School for Library

Twenty per cent of the sale price of all books sold at this Book Fair will be given to Country Day School to expend on its own library. The sale is being sponsored by the Library Committee of the Parents Association, Mrs. Brook Ballard, chairman. Those parents and teachers, who have arranged this Book Fair, hope that you will do all of your Christmas book shopping at this time.

BRITANNICA LOST

Volumes 4 and 5 of the School's Encyclopedia Britannica are missing. It would be greatly appreciated if parents would search their homes in case one of these might have wandered there.

EDUCATIONAL SERIES FOR DECEMBER

Monday, December 7, 1942, 11:00 A.M. to 12:15—Lt. Commander Carlos Fallon, M.C., "The Rise and Fall of Dictatorships in South America"

This talk by Commander Fallon is the first of two, which are correlated with the new school course in South American History.

Commander Fallon is a native of Bogota, Columbia, but he received his primary education in this country when his father was Colombian Counsul at New Orleans. He spent most of his boyhood on English and American merchant ships before joining the Colombian Navy. His contacts have taken him to every important city on the Continent and place him in the unique position of being eminently able to discuss the whole problem from a South American point of view. Commander Fallon served in the Amazon headquarters during the whole war with Peru and was later appointed as a member of the Advisory Board of Ministry of War. Among the assignments he has held are:

Captain of the new destroyer "Caldas",
Member of Commission visiting Panama Canal,
Commandant of Upper Amazon Gunboat Flotilla,
Commander of Naval Battalion,
Chief of Staff of the Colombian Navy.

The second of this series of two talks by Commander Fallon will be given on February 8th. At that time he will discuss, "The Development of Democracy in South America".

DEPARTMENTAL ACTIVITIES

Athletic Department

Champion Football Team

Our football team won the Private School League Championship this year, our first year in the league. We came through the season with a glorious record, having allowed no team in the league to cross our goal line. Unfortunately Milwaukee, a non-League team, succeeded in doing so. The scores for the season were as follows:

Latin	6- 0
Todd	26- 0
Harvard	27- 0
Milwaukee	6-13
Parker	31- 0
Wheaton	20- 0

Football Banquet

The Fathers' and Sons' Football Dinner will be held in the School lunchroom on Thursday, December 3rd at 6:30 P.M. All fathers of High School boys are invited. Please save the date and tell your boy that you will be present.

Hockey Varsity Team Undefeated

After four stiff games with Roycemore, Kemper, Milwaukee Downer, and Girls' Latin School, our Varsity Hockey Team came through in flying colors, having tied Roycemore and beaten the others, coming home from Milwaukee Downer with a 5-0 victory. The Annual Hockey Banquet was held on November 24th with about 100 girls and their mothers present. The Senior football boys were most efficient and gracious waiters.

'42-'43 Basketball Schedule

Saturday, December 12	Harvard	at Harvard	2:00 P.M.
Saturday, January 9	Todd	at N.S.	2:00 P.M.
Wednesday, January 13	Latin	at N.S.	4:00 P.M.
Friday, January 15	North Park	at North Park	4:00 P.M.
Friday, January 22	Francis Parker	at F.P.	4:00 P.M.
*Friday, January 29	Concordia	at N.S.	4:00 P.M.
Wednesday, February 3	Chicago Christian	at Christian	4:00 P.M.
Saturday, February 6	Luther	at N.S.	4:00 P.M.
Saturday, February 13	University High	at U. High	4:00 P.M.
Saturday, February 20	Wheaton	at N.S.	2:00 P.M.
Monday, February 22	Milwaukee C. D.	at Milwaukee	2:00 P.M.
Saturday, February 27	Milwaukee C. D.	at N.S.	2:00 P.M.

*No Frosh-Soph Game

TUBERCULOSIS TESTS

Through the cooperation of the Winnetka Health Department, free tuberculosis tests have been made available to the students of our high school. The test will be given at school by Dr. Blatchford. In the event that this proves positive parents will be notified immediately.

There will be given to all high school students printed slips, which must be returned to the school with the signature of the parent, giving permission for such a test.

ALUMNI BULLETIN

Parents are again urged to see that the issue of the Alumni Bulletin is forwarded to the son or daughter who may be away from home. Some time during this month a copy will arrive at your home and an extra 2c stamp will take it to whom it belongs.

CHRISTMAS ACTIVITIES AT THE SCHOOL

Toy Shop

Lower School

Children, parents and faculty of the Third, Fourth and Fifth Grades will meet on Wednesday, December 9th from 6:00 until 8:30 o'clock. They will meet in the School Lunch room for supper and then work on toys afterwards. Parents of the children of the younger grades are most cordially invited to take part if they wish.

Middle School

The Middle School Toy Shop Party will be on Tuesday, December 15th. Parents and children will have dinner in the School Lunch room before the work on toys begins.

High School

The student committee in charge of Toy Shop have as yet no definite plans for the high school parents. Our present times have changed the existing needs to a certain extent. A thorough investigation has been made into charities in Chicago and surrounding territory with the conclusion that there are many lesser charities in greater need than some of the ones better known to whom we have given in the past. There will also be the problem of transportation this year and there has been the suggestion that the help of the parents may be more needed in that direction than in the actual making of the toys.

Japanese Concentration Camps

The Sixth Grade is giving their Christmas efforts this year to the children in the Japanese Concentration Camps in our country. The High School Toy Shop Committee has stated that they plan to help in this interesting and worthwhile project. Following are excerpts from two letters received recently by someone in Winnetka from a Japanese friend who was born in this country and is now in a concentration camp with her little ten year old daughter, Esther.

July 25, 1942
36-6 M. Ave.
Santa Anita
Assembly Center
Arcadia, California

My dear_____:

Please forgive me not writing you sooner than this. We have been through whole lot in this summer. Kept me pretty busy physically and mind also. I really thought that I never could go through but, here we are still alive in a little room 20x12 with two children, two brothers and another family living altogether. We all are wishing to go back to our normal life some day soon. _____I am just dying to know all about yourself and outside where we used to live and went around freely. We are missing everything so much. _____ Esther has her picture on the shelf which we made with the orange crates. _____

Sincerely yours,
RUTH SATO

October 23, 1942
Block 12 H Bldg. 2 Apt. C
Amache Branch
Lamar, Colorado

My dear_____:

I was so happy to hear from you. Especially at this strange place. I hated to leave Santa Anita Assembly Center where I made so many new friends (I think Esther felt the same way). And came to this relocation Center 1200 miles from Los Angeles and have to get acquainted all over again. We've left S.A. last 23rd of September. After 2 days and 2 nights train ride we arrived here at Granada, Colorado. From there 7 minutes ride on school bus, we got to Amache Branch. The first thing we were warned was to be careful of the rattle snakes and black widow spiders. As soon as we got off the bus we were baptised with terrible dust storm. This made me imagine the first settlers on virgin land of so long ago. We are living in unfinished barracks. With lack of food and water we all lost our weight. I weight so much as 175 pounds, I weigh 133 pounds now. But, I never felt better in my life and ready for more hardship to come. Esther is fine too. _____it is time for us to line up for dinner_____

Love

RUTH SATO

PS. I have my brother in the army visiting us on his furlough now.
(Mrs. Sato's brother is in our army).

Christmas Play

The Ninth Grade, assisted by members of the High School will present "The Coming of Christ" by John Masefield for the annual Christmas program. It will take place on December 19th at 4:00 o'clock in the School Auditorium. Notices regarding the obtaining of tickets will be mailed to all parents of the school.

Santa Claus Party

The Christmas Party which is held annually at the school and in which all students from Junior Kindergarten through Twelfth Grade take part, will be held on December 16th at 10:45 A.M. in the gymnasium. Santa Claus will be there in person and the toys from Toy Shop will be on display. Parents of the school are welcome.

HOW THE SCHOOL IS FINANCED

Most of you have heard the story of the Schools's financial plan from once to a dozen times. However, there are about 70 new children in the School and, presumably, an appropriate number of new parents. These should know how the School is financed and the old-timers will doubtless be glad to learn of our progress during the past year, whether forward or backward.

In accordance with our custom, a printed statement has been handed to each of you. It purports to be a summary of the good and bad news from a dollars and cents point of view. Before commenting on the report, I shall undertake to review the background of our financial set-up.

N.S.C.D.S. is no more nor less than a cooperative organization of the parents of the children in the School from time to time. The financial side of this cooperative venture is simply and inevitably that these parents must and do share the cost of carrying on the activities of the school.

The point to be emphasized is that the School is yours. No one has any interest whatsoever in your being obliged to pay a cent more than it costs to educate your children. On the other hand, parents have the ultimate practical, although not legal, responsibility for any deficiencies in income.

This cooperative aspect is reflected in the fact that the School is organized under the laws of Illinois as a non-profit corporation.

It is also reflected in the way a portion of the School's capital is provided—the debenture capital which corresponds in a sense to the common stock of the average corporation for profit.

As you know, each parent, except in cases of extreme hardship, is required to purchase each year $100 of the debentures for each child in the School. In the fall of the year the child graduates, the debentures purchased on his account mature and are paid.

Why are these debentures necessary? The explanation lies in the fact, as I have said, that the School is a cooperative venture. It was started on that basis; has been continued as such; and has never been endowed. It is true that the School has received sizeable gifts, but these were mainly to provide part of the cost of the buildings and school equipment.

You will note that the School's investment in fixed facilities is $814,000, or over $2,600 for each child in the School. How has this money been provided?

A part, $165,000 at the present time, has been provided by a first mortgage loan from an insurance company. A part, as I have said, has been provided by gifts. Gifts, plus other items of surplus, all invested in plant, aggregate $367,000. The balance of the necessary capital is provided by $213,300 of the debentures.

This fall, about $25,000 of these debentures will be issued to parents of the children now in the School. This money will all be used to pay off the debentures accumulated over the years by the parents of last June's graduating class.

The Board of Directors is well appreciative of the fact that tying up money in the debentures means more to most parents under today's conditions than it did when the School was organized. Those who started the School in better days set up the debenture plan deliberately. They considered it desirable for every parent to have a financial stake in the School. They considered it undesirable to have the School endowed.

Whether the debenture plan is desirable or undesirable is neither here nor there. The proceeds of the debentures now outstanding are invested in brick and mortar. The debentures are payable to certain parents each year; $25,000 this fall. We have no alternative; these debentures must be paid, as must also the debentures you buy when they mature.

The Board of Directors over the past year has been studying plans looking toward modification of the debenture program. Obviously, it is not an easy problem to solve.

Last year the Treasurer called attention to the fact that an unexpected decline in enrollment in the 1939-40 school year had caused the School to operate at a substantial deficit in that year and in the year 1940-41.

The financial statements for the year ended June 30, 1942 indicate a very considerable improvement over the situation a year earlier.

Most important, it seems to me, is the fact that net cash tuition income increased more than $8,000 in spite of a decline last year in school enrollment generally. This, as you know, was the result of intensive efforts by everyone connected with the School, the Enrollment Committee, faculty and parents.

The improvement in tuitions, together with additional contributions toward carrying the cost of scholarships, brought about a decrease in net loss from $13,000 for the year before to $1,800 for last year, although in each of these years the School was also required to provide cash for a $5,000 payment on its mortgage.

At June 30, 1941, current liabilities, including $16,000 of bank loans, exceeded current assets by more than $17,000. By June 30, 1942, the deficiency had been reduced to less than $1,500 and all the School's bank loans had been paid off. This was accomplished by generous contributions totaling $25,000 received by the School for that purpose during the school year.

Cutting the operating deficit by $11,000 and cleaning up the working capital deficiency in these times are tremendously encouraging signs. They show that hard work gets results even under today's conditions. Nevertheless, we must recognize that the future is none too certain, but with the continued spirit of parents and faculty such as has carried the school from the beginning to its present enviable position in the world of Education today, we need have no fear.

WILLIS GALE, Treasurer

Comparative Financial Statements
School Years Ended June 30, 1942 and June 30, 1941

BALANCE SHEET

ASSETS

	June 30, 1942	*June 30, 1941*
CURRENT ASSETS:		
Cash	$ 7,173.53	$ 9,414.41
Other current assets	3,242.66	3,550.48
	$ 10,416.19	$ 12,964.89
OTHER ASSETS:		
Prepaid insurance, etc.	3,612.99	2,747.40
Real estate, buildings and equipment	814,229.92	814,229.92
	$828,259.10	$829,942.21

LIABILITIES

CURRENT LIABILITIES		
Notes payable to bank	$.....	$ 16,000.00
Other current liabilities	11,737.68	14,433.29
	$ 11,737.68	$ 30,433.29
OTHER LIABILITIES, ETC.:		
Reserve for renewals, repairs, etc.	56,904.12	59,538.74
First mortgage	165,000.00	170,000.00
Note payable to School Foundation (1)	14,200.00	.....
Debentures	213,300.00	250,000.00
Surplus (2)	367,117.30	319,970.18
	$828,259.10	$829,942.21

INCOME ACCOUNTS

	School Year Ended— *June 30, 1942*	*June 30, 1941*
INCOME:		
Net tuition income	$129,301.49	$121,219.34
Scholarship contributions	3,525.00	943.75
Miscellaneous income	5,344.63	4,342.42
	$138,171.12	$126,505.51
EXPENSE:		
Faculty and administrative salaries	$ 94,411.48	$ 94,217.99
Teachers' annuities and insurance	3,948.81	3,783.81
Other expenses	21,360.28	20,781,98
Maintenance, repairs and renewals	6,647.76	7,028.64
Interest on mortgage, debentures, etc.	13,622.54	13,758.06
	$139,990.87	$139,570.48
NET LOSS (3)	$ 1,819.75	$ 13,064.97

(1) Issued principally to retire non-interest bearing debentures held by The North Shore Country Day School Foundation.
(2) Includes $308,356.84 of gifts of which $25,319.77 was contributed in the current year. The entire surplus is invested in real estate, buildings and equipment.
(3) In addition, the School has an obligation annually to pay $5,000 on the principal of its First Mortgage.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume V | January, 1943 | Number 4

1943

The following story came to me in a letter from one of our graduates of last June who has now entered the armed forces and is stationed on the Pacific Coast. He tells of having become acquainted with one of the members of the crew of the heavy crusier Quincy which was sunk in the disastrous engagement off the Solomon Islands.

The sailor was picked up by a destroyer already loaded with men rescued from the water, but, as the destroyer was standing by and taking aboard all the oil- and water-soaked men she could, her captain suddenly received orders by radio to steam at full speed to another rendezvous in the hope of blocking a new fleet of enemy war ships that was threatening our forces there. Accordingly the destroyer had to move out at her utmost speed and leave the remaining groups of men in the water far from land and in a situation which offered little hope.

As the ship gathered speed, the men on deck felt their very heart strings stretched to the breaking point. They could hardly bear to look at the brave comrades they were forced to leave in such dire peril. But the men in the water, as they sensed the situation and saw the ship start to dash away from them, though fully aware of their fate, began to sing! There was a silent and inexpressible understanding between those in the water and those on the ship as each faced his duty squarely and knew the others would do likewise, so they parted singing.

This story seems to express the spirit that is pervading the nation in the year 1943. We know not what lies ahead but we know that each of us is ready to face whatever duty may be in store for us. We are ready to make ourselves a part of a larger plan which will bring the greatest good to the greatest number in the end, no matter how great the individual sacrifices to us personally.

Our older lads in the High School are facing this manfully. They realize that the time for choosing one's own niche in fighting this war is over. A total war is so large that the individual has almost no chance to know where he will be most useful. The idea that there is any disgrace in being drafted would certainly seem to be entirely unfounded today. With a Manpower Commission appointed expressly to determine where help is needed most, it would seem more patriotic and cooperative to place one's self at the disposal of the Government for whatever duties are needed most without reference to one's own personal preferences.

In the old days volunteers were called for to undertake duties which were dangerous or excessively difficult but for which only a relatively few men would be necessary. I was in England in 1914 when they were recruiting "Kitchener's First Hundred Thousand", and the feeling against any thought of a draft was running high. But they were thinking in terms of armies of one hundred thousand men then. When they began to think in terms of armies in the millions, total war began to be a fact indeed. Then it was not a matter of a few hundred thousand men's giving up what they were doing and going to war for the rest of the country, but of every man, woman, and child's preparing himself to do whatever would be most helpful in the winning of the cause for which everyone was sacrificing.

In total war, only those in the top positions of responsibility can see or understand the total plan and, therefore, know where a given individual can be most helpful. Certainly boys of high-school or college age should not be asked to decide such a momentous and difficult question. The new personnel divisions of both the Army and the Navy have been highly efficient and successful in finding out the potentialities and special abilities of each individual as he enters the service. Moreover, they recognize fully the advantage of having a man assigned to the work that interests him most, and for that reason everyone is asked to express his preference in writing at the time of first entering the service, so the danger that a boy will be shunted into some highly uncongenial assignment seems to be remote.

Parents have asked me whether or not they should urge their sons to try to enlist in some special branch of the service before they reach the draft age, and these parents often seem to have a feeling that there is some stigma in being drafted. I cannot agree. It seems to me that the draft system as now practiced is completely in the spirit of democracy, with each man having an equal chance and no thought of special privileges except as earned by his own efforts and proven merit.

We are all ready to do whatever we are called upon to do, whether it be to be abandoned in the Java seas and watch our rescue ship sail away to more pressing duties, or to carry on where we are, or to share in the hardships of battle in the jungle. Not all can be among the fortunate ones to write history dramatically, but we must all write our part in the history of 1943 where we can. May the New Year find us all marching firmly on the road to Total Victory and a just and lasting Peace for all men everywhere!

PERRY DUNLAP SMITH

OPERA SEASON—N.S.C.D.S. STYLE

Choosing the Opera

When the school first launched on a career of annual performances of opera, the choice of Gilbert & Sullivan's works was logical for several reasons. With few exceptions they combine all the elements necessary to successful school production: the quality of the libretto, the large number of leading parts, the musical and dramatic importance of the chorus and the music itself, which is difficult enough to be interesting without overtaxing the abilities of High School students. It would be idle to contend that Sullivan's music ranks with the greatest, but it is fresh and charming, skillful and thoroughly sound, and it is often the means of introducing students to the work of other and greater composers.

The staging offers a wide field of opportunity for planning and execution and the costuming provides scope for the talents of both students and parents in research, the resourceful use of materials, and the actual manufacture of effective garb for a large caste.

There is no fixed rule for choosing the opera to be performed in any given season. The ultimate decision rests with the Headmaster and the Head of the Music Department, who frequently consult the wishes of the Senior Class if a pronounced preference is expressed. The choice of "The Gondoliers" was made for this year for several practical reasons, among them being the fact that the costumes from the last performance are largely intact, which means that much less demand than usual will be made on the time and energies of the already overdriven mothers. Another reason is that there is a large caste of principals, and the school is in the happy position of having great resources of able performers on which to draw, and it would be a pity not to take advantage of this.

Casting the Opera

There is apparently some confusion in the minds of both parents and students about the general plan in organizing the opera, which it is necessary to dispel. In the first place, the policy of making chorus elective in the Fall term was

OUR BOARDING DEPARTMENT

As the only mid-western Co-educational Preparatory School, our Boarding Department, or more properly called Leicester Hall, holds a unique position amongst the schools and one which we wonder if many of the parents really know about and appreciate. With all of the complications of war-time activities and constant changing of family groups and housing, to say nothing of the imperative curtailment of transportation and living expenses, this part of our school establishment will no doubt grow in importance and demand.

For those parents of the school who have never visited in Leicester Hall, we would like to give a brief picture of the life there. There are accommodations for ten boys and they have ranged from Seventh Grade to Senior High School. Two live in a room and the boys care for these themselves to the extent of keeping them in order and making their beds which certainly is a fine thing for boys at any time. There is a pleasant lounging room with some 600 books and after dinner at night they may relax here for a few minutes before going to their rooms at 7:30 to study. All eat breakfast together at one large table and dinner is served at 6:30 with grace beforehand. Mrs. French serves tea and cookies every afternoon.

Mr. and Mrs. Nathaniel French are in charge of Leicester Hall. He is in his fifth year at North Shore Country Day and this year has been placed at the head of the Middle School. Mrs. French devotes all of her time to her duties in Leicester.

The reason for particularly wanting the parents to know of Leicester at this time is because the school has literature about this Department which is ready now to be mailed out upon request. The school would appreciate very much parents' sending in names of any relative or friend who might be interested in knowing of this privilege which we offer to boys. The price of room and board is $700 for a school year.

EDUCATIONAL SERIES JANUARY PROGRAM

January 11, 1943-11:00 A.M.-12:15, Dr. Chang-lok Chen, "China's Share in the Common Struggle"

Dr. Chen is the Consul General to Chicago from the Republic of China.

ATHLETIC DEPARTMENT

Varsity Basketball Schedule for January

Saturday, January 9	Todd	at N.S.	2:00 P.M.
Wednesday, January 13	Latin	at N.S.	4:00 P.M.
Friday, January 15	North Park	at North Park	4:00 P.M.
Friday, January 22	Francis Parker	at F.P.	4:00 P.M.
*Friday, January 29	Concordia	at N.S.	4:00 P.M.

*No Frosh-Soph Game

A PLEA FOR BOOKS ON LATIN AMERICA

The History Department would greatly appreciate any additions to its library of books on Latin America. Books on travel, biography, history, art or any other phase of Latin American life or history which any one may have and wish to give or loan to the school will add considerably to the scope of reading and class discussions in this most timely subject.

STUDENT ACTIVITIES

The *Junior Kindergarten, Senior Kindergarten and First Grade* would like to have all after-Christmas discards in the way of toys, etc. The children of these grades could put to good use such things as tricycles, sleds, large blocks, children's furniture and doll house equipment.

OPENING HOUR TO REMAIN 8:30 A.M.

As a result of a poll of the parent body, the morning hour for commencing school at Country Day will remain as it is, namely *8:30 A.M.*

adopted solely for the purpose of improving the quality of the singing, by releasing those students who feel no spontaneous interest in choral work. At the beginning of the new term the entire High School becomes eligible for service in the opera; that is to say, that such students as have not sung with the chorus in the Fall term have an equal chance with those who have, to take part in the opera; and also that the Music Department reserves the right to require actual performance in the opera even of those individuals to whom work on the stage crew seems more attractive. From the very outset of work on the opera, the preference of the individual must be submerged in the general effort toward a creditable performance which will be of the most pleasure and benefit to the school as a whole; the purpose of such apparently arbitrary decision being to develop and encourage the ability for co-operative effort.

The choice of principals is governed by three main considerations:

1) The candidate obviously must have some singing ability.
2) The type of character to be portrayed will determine whether musical or dramatic ability is the more important. Frequently a part can be successfully portrayed by a student with limited vocal ability but strong dramatic talent.
3) Other things being equal, preference is given to individuals who have shown abilty to work well and somewhat selflessly with other people; although occasionally it seems advisable to try to develop such ability by assigning a principal part to someone who has not been conspicuously cooperative.

Contrary to the impression entertained in some quarters, the fact that a student does or does not take singing lessons has little weight in assigning principal parts. A student is not required to have taken singing lessons, but on the other hand, the value of training is definitely appreciated where the voice is worth it.

"Tryouts" are held solely to determine what students have the best initial qualification for handling certain parts, to determine what material is available, and to weed out definitely unsuitable candidates. Final decisions are based on the student's record as well as on the findings of the "tryouts".

Because of the limitations of opera on the stage, the Freshman girls do not take part in the performance, though they do have the fun of learning the music. They have a course in stage make-up under Miss Radcliffe's direction and their services are of great value in making up the numerous members of the chorus. The Tenth Grade girls work in shifts; half of them take part in the dress rehearsal and the Friday evening performance, and the others in the Thursday matinee and the Saturday night performance.

A War-time Opera

There has been some criticism of the school for maintaining its tradition of an annual production of opera in these years of stress and sacrifice. No answer to this would be necessary if the critics could hear the enthusiastic expressions of appreciation voiced by the alumni (especially those in the Services) who maintain that they "never had so much darn fun in all their lives" as when they worked on school operas, and that the training they had along with the fun has been invaluable in countless ways. If the critics could look in on the party that follows the annual Christmas Carol Singing and could see North Shorites of every vintage singing Gilbert & Sullivan operas with precision and delight, and could know the potency of such "community" singing to warm and strengthen the spirit, they would know that the annual opera at North Shore Country Day School is anything but a hedonistic enterprise.

We are entering the opera season of 1943 feeling that the doing of a job that will stabilize a sense of responsibility, develop capacities, and lighten the spirits of performers and spectators alike, is worth every ounce of effort that goes into it.

RAMSAY DUFF

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume V | February, 1943 | Number 5

ARE WE GOOD NEIGHBORS?

One of the most gratifying changes that have come to the School in the last few years is the change in the attitude toward our school on the part of boys and girls (and also their parents) who live in this community but go to other schools.

Ten years ago the feeling on the part of students of the neighboring public schools, who knew of the existence of our school at all, seemed to be mostly one of scorn and derision. They regarded us as pampered and puny individuals who were not worthy of their notice, and yet they tended in their imagination to transfer their attitudes to us and accused our pupils of being aloof and haughty to them. Snobbishness was frequently mentioned and probably there was some ground for this accusation.

This year, however, there has been plenty of indication that the situation has been greatly improved. Both at Skokie and at New Trier the respect for our school has been steadily increased not only among the students but also with the faculties. The fact that we were invited to enter the New Trier Township Study at the request of the principals of the five public schools of the township, when no other private schools were included anywhere in the whole country, was a case in point. The students of these schools also have been very generous in inviting our students to their functions and entertainments. It has been a great pleasure to watch the steadily increasing friendships forming between these groups, and many of the parents have been active in fostering these relationships.

On our side, too, I am glad to say, the situation has greatly improved. More and more our students seem to be including boys and girls from the other schools in their group activities during the weekends and holidays. The dancing classes and assemblies which used to be divided almost entirely on school lines are now much more delightful and interesting because several schools are represented in each. There seems to be much less self-consciousness on both sides regarding the school background and much more of a tendency to take each other naturally and on one's own merits regardless of the school attended.

I was delighted to hear of it, and, being anxious to further this attitude in any way that I can, I inquired more deeply into the matter. I found that there is still plenty of room for improvement particularly in the matter of including children from other schools in private social functions and of careless behavior on the part of a few pupils who do not seem to realize that their actions may easily be misinterpreted and thus hurt the feelings of others who may be sensitive and self-conscious.

It is quite natural that boys and girls who go to the same school should have much in common to talk about to each other. But, when they are at a party where there are students from other schools present, they must realize that this perfectly natural absorption in a topic of local interest may make them seem to ignore or exclude the others who do not happen to know about the topic involved. Just as it is always rude to whisper in public, for it seems to indicate a desire to exclude the others present, so the persistence in talking about matters of decidedly one-school interest is distasteful to those not able to enter into the discussion and tends to make them feel they are being snubbed.

Likewise, when there is a minority from a given school present in any group, they will tend to feel excluded and will naturally resent it, unless those in the majority are careful to make every effort to include everyone in the group.

In these matters the parents, perforce, play a most important part. Their influence, example, and foresight will be a large factor in building a generous, considerate, and normal attitude in their own children. But here, as in the case of the students, good intentions are not enough. We must be alive to situations that might be misunderstood, and also to opportunities to practice what might be called "a good neighbor policy." It is often hard for our boys and girls, who tend to take their life here as it comes without any thought of being considered a group set apart, to realize that other children might regard them as overprivileged or different from themselves in any way. We realize pretty well that privileges must be earned to be really beneficial and that, although sometimes one's parents may pay for a privilege for one, it only becomes an asset to the child when he earns it himself by working hard to be worthy of it and to take full advantage of the opportunity. For the most part our boys and girls realize the truth of this principle which we have tried to teach them. It is not easy, therefore, for them to realize that other students may regard them critically for signs of snobbishness or conceit and misunderstand some casual or unthinking impulsive action.

The parents of our children will help a good neighbor policy by reminding them to go more than half way in welcoming and showing an interest in boys and girls from other schools whenever they are present on our school grounds or at social gatherings. They should be reminded that the good name of the School is in the hands of its pupils whenever they are present in public places and particularly at inter-school dances or parties. A slight effort to be friendly at such times and a habit of being on the lookout to include everyone in conversation or games, etc., will bring big returns in satisfaction to the individual and in friendships formed.

Our students find so much of their social and emotional satisfactions and outlets at the School (and we planned it that way) that they do not always realize that there is a danger of our becoming too much interested in our own activities. A little effort on the part of parents, pupils, and teachers will easily counteract this effect. It is a great pleasure to hear from so many sources how generally the old "nationalistic" spirit between the schools in this vicinity has been outgrown, and it is a great source of pride to learn how much of this has been brought about by the consideration and understanding of parents and pupils of our school.

PERRY DUNLAP SMITH

THE SERVICE CHART

Although most of us do not glory in the fact that our country is fighting a war, none of us can fail to feel pride and satisfaction in the response of the youth of the country to the call of the Armed Forces. Out of that feeling of justifiable pride has come into being the Service Chart which now hangs in the lobby of the Auditorium. It is still far from being complete and correct as we would like to have it. Won't you come and look at it and then give us any information that you may have for corrections and additions? Any boy or girl who has been in the high school is eligible for it; please help us to find them. There are about 130 names on the chart now; it is impossible to be exact because every time my back is turned, some new names go up. There are four ex-members of the faculty, six girls who are Nurses, Waacs or Waves, and the rest are boys who are in the Army, Navy, Air Corps or Marines. They range in rank from a Seamen 2nd Class to a Lt. Colonel. The ranks and addresses have not been put on the chart but in the office there will soon be as complete a file of them as we can secure. Very sadly we have had to put up two gold stars for the two boys who have already given their lives. This chart is our means of showing admiration and respect for those who are fighting for the things for which North Shore has always stood.

HESTER HOWE

One who has not watched the process during these three weeks would have difficulty believing the progress a young skater makes when his rink is literally at his front door, and when he is free to use it as much as an hour and a half a day, five days a week, during regular school hours. Children whose ankles skimmed the ice at first now form a more orthodox angle with terra firma, and those who skated awkwardly and with apprehension, now play ice tag with complete abandon and some grace.

Professional skaters who specialize in work with children advocate numerous short practice periods for the novice, rather than infrequent workouts. The set-up at Country Day is ideal for this sort of repeated exposure, without pressure, but under guidance. All skaters are carefully supervised to prevent fatigue and the establishment of faulty habits. There is adequate space and a minimum of hazard for beginners.

Because the rink is directly in front of Walling Hall those of us who work there tend to think of it as ours, but the ice is not idle even in the late afternoon and when no Lower School children are at play. The Sixth, Seventh and Eighth grades skate after their lunch and during play periods, and when varsity athletics allow, members of the High School race and cut figures in the late afternoon. Even if there is not another day of skating this season, this year's expenditure of time, money and effort will have yielded a bumper crop of competent and enthusiastic skaters.

JEAN MORRILL,
Senior Kindergarten.

MRS. FRANKLIN BROOKS

On Friday, January 8, Mrs. Franklin Brooks died suddenly of a heart attack while on her way home to Evanston after finishing her usual work at the School.

The news was a grave shock and a heavy blow to all her many friends in the School. She was indeed a valiant and vibrant person.

Mrs. Brooks had been associated with the School for more than fifteen years. When she first joined our staff she had asked if she might be of use in helping boys and girls who were in need of assistance in their lessons, but almost at once the faculty discovered that she was far more than an able tutor in an astonishingly large number of high school subjects. She had that rare quality, which is invaluable in teaching, described by King Solomon as "the understanding heart." Her desire to help and succor children in difficulties, her ability to go straight to the heart of the trouble, her sound and sympathetic judgment, her unfailing sense of humor, combined with her standard of absolute and complete intellectual integrity made her invaluable to both the students and faculty. Her death is a tremendous loss to the School.

In length of years she had achieved the age of 81, and in spirit, vigor, and alacrity she had waxed stronger rather than weaker with the passage of time. Through the bitterest zero weather of the past weeks she always came to school and scorned to miss an appointment or even keep a pupil waiting.

And so, on the last day of the week after her last engagement had been met and each lesson finished, she carefully closed her books, put her office in order, and set out for home. She died quietly before she reached it. Thus her last day was a perfect epitaph, for it was like her to lay her burden down only after all duties were complete and everything had been put in order. We who were privileged to know her, rest deeply in her debt for the inspiration of her life and the valiance of her spirit.

PERRY DUNLAP SMITH

COSTUME WORK FOR OPERA

With the opera in its initial stages of tryouts and chorus rehearsals, work on costumes begins in *February*. It is true that the mothers are probably busier than ever before and their hours more filled with definite obligations to Red Cross, etc., but opera takes on a more important role than ever before, as I see it. The children, too, have not only their hours at school filled with more serious application to work because of forced acceleration in studies, but their minds are more filled at all times with serious thoughts and problems. Opera will be the one united project which the high school will work on along the lighter vein and in a normal way. Undertakings of this kind double in importance now, especially to the Senior Class, as they probably cannot look forward to such things in college. Therefore, let us mothers make a special effort this year to do all we can to make this a banner year for Opera; when any of the Costume Committee call us, let's get behind them and find time somehow to sew or do whatever else is needed.

Costume Committee

Mrs. Robert Gordon, Chairman
Mrs. A. R. Brueggeman, Co-Chairman
Mrs. Warren S. Corning
Mrs. Alfred K. Eddy

EDUCATIONAL SERIES FOR FEBRUARY

February 8—11:00 A.M., Lt. Commander Carlos Fallon, M.C., "The Development of Democracy in South America"

Those who heard Lt. Commander Fallon in December or last season, know that he is one of the most interesting and worthwhile of our speakers.

STUDENT ACTIVITIES

Valentine Party

The Valentine Party, which will be on Thursday, February 11th, will begin with a short play by the Lower School at 10:45 A.M. in the Auditorium. This will be followed by folk dancing for the entire school in the gymnasium at 11:00 o'clock.

ATHLETIC DEPARTMENT

Girls' Basketball

February 13	Roycemore	There
March 6	Girls' Latin School	There

Boys' Basketball

Wednesday, February 3	Chicago Christian	There	4:00 P.M.
Saturday, February 6	Luther	Here	2:00 P.M.
Saturday, February 13	University High	There	2:00 P.M.
Saturday, February 20	Wheaton	Here	2:00 P.M.
Monday, February 22	Milwaukee C. D.	There	3:45 P.M.
Saturday, February 27	Milwaukee C. D.	Here	2:00 P.M.

GRADE MEETINGS OF PARENTS ASSOCIATION

Fourth Grade

There will be a meeting of the parents of the Fourth Grade on Tuesday evening, February 16th at 8:00 o'clock at the home of Mr. and Mrs. Roy Walholm. Mrs. Robinson will discuss the year's work.

OUR SKATING RINK

The skating rink in front of Walling Hall has been in almost continuous use since the Christmas holidays, despite eleven inches of snow which have kept professional and amateur shovelers busy clearing the ice. Children who knew about the rink from previous years began, early in November, to ask when there would be skating. The annual influx of skates at Christmas added impetus to interest, and by the time the ice was ready for use, skaters of all shapes and sizes were ready to use it. Skates have become a regular accoutrement of a North Shore bound child.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume V | March, 1943 | Number 6

COLLEGE TRAINING IN WAR TIME

The annual meeting of the Headmasters' Association is always extremely interesting and enjoyable as well as a source of much valuable information, but this year it was more so than ever. The whole question of higher education has been so confused by the war and the new draft law which have left no time for problems to be worked out by the military authorities and the colleges, acting together; the whole problem so far seems to have been left in the laps of the individual schools to deal with as best they can. Consequently, it was of great assistance to be able to confer with the heads of other schools, and to find out what is current practice. I had the opportunity also of talking with representatives of colleges and of the procurement bureaus of the Army, Navy, and Marine Corps, all of whom were most understanding and helpful in their willingness to cooperate in any way they could.

The underlying fact of the matter is that they, too, have been given few definite directions and are almost as confused as we are. I found that there has been created a joint Army-Navy Manpower board that meets each month to try to iron out problems as they arise; for no one knows exactly how the new laws will be interpreted or what the details of putting them into practice will be. Much of the undertaking is absolutely without precedent and must be worked out with no background of experience whatever.

However, after telling us that they regretted their inability to answer most of our questions, the representatives of the armed forces did give us a body of fairly authentic material which could be used as a basis for future judgments in guiding our students. I am glad, therefore, to be able to pass on to the parents the following information.

The plans for a College Training Program for men selected from the Army and Navy are rapidly evolving. The first group of colleges have already been notified of their selection and contracts are being made with each of them to carry out the specific parts of the program assigned to each institution. The whole trend of this plan seems to be sensible and wholesome for it does not entirely eliminate the Liberal Arts courses, as it was feared it might; nor does it contemplate the domination of the colleges by the military. The subjects to be studied are carefully designated but the method and control are to be left in the hands of the colleges. The first year will be pretty much of what most colleges ordinarily give; i. e., History, English, Mathematics, and Physical Science, with some addition of mechanical drawing or engineering laboratory courses. After that, the work will be necessarily more specialized but is, on the whole, broadly planned by a board of Army and Navy men whose viewpoint and attitudes seem to compare most favorably with the administrative boards of the better colleges and universities. The students assigned to this training will be in uniform and under military discipline directed by a commissioned officer. They will work intensively at the same speed that is maintained at the regular Officers Training Schools. Men will qualify for admission to this College Training Program by their showing at the regular recruit

training centers where they will also be given a chance to demonstrate their ability to carry college work by passing aptitude examinations and screening tests. Their High School records will be carefully studied and a new form is now being issued which is very much like the regular college application blanks such as have been in use for years and which will show extracurricular abilities and interests as well as academic achievement.

Apparently all special college enlistment groups such as the Navy V-I or V-7 will be absorbed into this program on or about March 15th, though some groups will be closed even before that time; for the Colonel of Marines who spoke to us on this point and who is a member of the joint Army-Navy Manpower Board, pointed out that at the present time some 30,000 duly enlisted Naval Aviation Cadets were still on inactive service and that the McNutt Commission had refused to allow the enlistment of any more of them until the Navy had been able to complete the training of this group.

It was quite clear that many of the High Schools of the country were depreciating the value of their diplomas to such an extent that the armed forces were now far more interested in the specific courses a boy has completed and the extent of his success in each course than in the mere fact that he had received a diploma.

The college authorities as well as the military men expressed grave doubts as to the advisability of speeding up the High School curriculum. They were far more interested in the thoroughness of a boy's mastery of his subjects and in the maturity of his character, than in the units and credits achieved in haste under pressure. As one colonel put it, "You can not speed up maturity."

Special "military" courses in High Schools were universally deplored, particularly the sort of thing which has been demanded by the public in many parts of the country as a release for their own emotions. The authorities particularly derided giving the "commando" type of course instead of a sound program of body building and competitive sports required of every student. The public demand for Spanish was quoted as a case in point, and it was pointed out that in the war today Spanish was probably the language of least use, whereas French, which has been steadily declining in popularity in schools since the opening of hostilities, was the language most needed by our troops in Africa.

The military authorities seemed to feel that the following subjects in High School were the best basis for success in the armed forces, and in the order named: First, English; second, Mathematics, especially computations; third, History; and fourth, languages. All others, including "pre-induction courses" came after these.

There was also an almost unanimous agreement that the transition from school to the Army was a much less difficult step for a young student than the change from school to a college, changed as the colleges now are by the emergency. It was felt that the confusion and lack of direction which are the lot of the few freshmen that go to college in these times were far harder for a High School graduate to face than the regular routine and close supervision of the training camps in the Army and Navy. A few restless months, or even a year, on a college campus where almost everyone else is in uniform or about to go into one, seems to be far less beneficial than either going into service at once or completing in High School extra courses which will be of direct service in the Army.

When the College Training Program of the Army and Navy goes into effect, as it will within a few weeks, those boys who demonstrate their ability to carry college work, will have ample opportunity to do so. They will be in uniform, under military discipline and direction and on government pay. Moreover, they will be doing what the great majority of their contemporaries are doing and will feel that they are contributing directly to the war effort; all of which factors are highly important.

The impression that most of us headmasters carried away from the meeting was decidedly encouraging. The problem of higher education for the youth of the

country under the demands of war seems, on the whole, to be faced squarely and wisely by the military authorities. Ample provision is being made to find those men among the thousands who will be drafted who have the ability and character to benefit by college and specialized training and to see that they get it. Many a lad who would not have thought of going to college before will now find himself successfully completing the course; and many another who would have been forced into college by virtue of high powered tutors and other artificial means, will find that his usefulness to the country can better be demonstrated in some less academic branch of the service. This in the long run is not only a more democratic type of education, but is also more beneficial to the student and the nation. I am delighted to be able to say that I think the education problem of our young men entering the armed forces is apparently being handled extremely well.

PERRY DUNLAP SMITH

OPERA TICKETS TO GO ON SALE SOON

"The Gondoliers" to be presented this year.

The annual production of a Gilbert and Sullivan opera will take place on Friday and Saturday evenings, March 19th and 20th at 8:15 in the school Auditorium. There will be a matinee at 2:30 on Thursday afternoon, March 18th.

What are the proceeds used for? Each year the parents of the school are asked to buy tickets to this Opera. We hope and trust that most of them get these tickets and use them because they want to see the production and perhaps take friends with them, but it is always interesting to know what the money which is made by a school production is used for. A large percentage of the profit, which is left after all expenses of the production have been defrayed, goes to The Student Council and the balance to the Music Department.

Student Government and its functioning. I wonder how many of the parents of the school really know about The Student Government, how it functions and what is its purpose. The Student Council is the Executive Committee of the Student Government of the High School. The Middle School has its own student council and the two work in cooperation. The officers of the Student Council are a president, vice-president, secretary and treasurer; their respective duties are those customary to these offices. They are all elected by the entire student body, the president, vice-president and secretary being elected twice a year, while the treasurer remains in office throughout the year. The Student Council is composed of these officers, three delegates-at-large from the high school and eight class representatives, a boy and a girl from each of the four classes.

The Council meets regularly once a week and all business passed by them must be brought before the entire high school at a Town Meeting and approved. These Town Meetings are called when there is sufficient business to warrant one. They are presided over by the President of Council. Some of the main responsibilities of the Student Council are:

1. To pay for the referees of all athletic games and numerals awarded to players.
2. To grant concessions at various school events, such as the sale of cokes at football and basketball games, which privilege was awarded this year to the Junior Class as it was felt they had the most legitimate need for the money because of the Junior Prom.
3. To sponsor and organize such affairs as the recent "Coke Dance" and the Valentine Party, etc.
4. To supervise the Special Duties Committee. This committee consists of groups such as the Air Raid Defense, the Library Committee, Morning Ex Committee, Special Exercises (such as May Day) Committee and Stage Crew Committee.
5. The present times have established another and very important use of the Student Council funds. That is the purchase of War Bonds. The Council now has

bonds amounting to a maturity value of $125.

In addition to the actual work accomplished by the Student Council, the greater benefit may be seen in the opportunity it affords the girls and boys to become familiar with the problems of a democracy and to learn to govern themselves. They have many problems arise which must be discussed pro and con and considered from many angles; then a decision must be arrived at which seems most advisable from the standpoint of the larger majority.

The Music Department. The part of the proceeds from the opera which is given to the Music Department is usually spent on records, and music for the orchestra. Although the Music Department has quite a fine library of records which are used by both the Middle and Upper Schools, by being able to add to it each year it can be made more complete and kept in condition. It is invaluable in teaching children the appreciation of music. The school orchestra under the direction of Ramsay Duff accompanies the opera production each year and therefore it is most fitting that some of this money be spent on their music. This orchestra training is one of the many rare opportunities offered to the students through the outstanding leadership of Mr. Duff.

STUDENT ACTIVITIES

Eighth Grade Store enlarges Second-hand Department

With a growing list of OPA and WPB rulings it becomes imperative to use to the fullest extent each article of clothing and play equipment. If we can develop an efficient method for getting outgrown things into the hands, or onto the backs, of smaller children we will be doing a service to the children and to the country. Since mothers normally are the ones who buy these for the family, we hope they will make suggestions as to how these trades may be handled, or what particular articles they would like to buy or sell. Advice may be sent by note to the Eighth Grade Store or telephoned to the School Office.

ATHLETIC DEPARTMENT

Girls' Basketball

March 6—North Shore vs. Girls' Latin School.....(at Chicago)
(1st and 2nd teams)

LUNCH COMMITTEE OF THE PARENTS ASSOCIATION

Recently there seems to be more carelessness on the part of the mothers in keeping their appointments in the Lunch room and in letting the chairman know in case it is absolutely impossible to be there. Anyone who has served at school knows that the absence of one of those expected to report on a certain day, retards the efficiency and speed of the luncheon service.

We all realize that there are times when emergencies make this appointment impossible to keep, and when it is too late to call in for a substitute, but would each mother please try to let me know as far ahead as possible if she is going to be unable to get to school on her regular day. With gas rationing and so much outside activity it is not always easy to get a substitute at the last minute, even though most mothers are more than anxious to do this work. Also any mother who finds a certain day inconvenient can change to another by just letting me know.

It will be a great help if, from now until the end of the school year, each of the regular luncheon committee mothers would make a special effort to keep her one day a month free for that particular job, and if she cannot, please let me know. Being responsible for the functioning of the committee, I will greatly appreciate this cooperation and I am sure the ones who work in the dining room and who are responsible for the service there would join me in this plea for regularity.

MAUD LAW

SPRING VACATION

Friday, March 26th through Monday, April 5th.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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OUR BOARDING DEPARTMENT

Opened a year ago last Fall, the boarding home for boys in Leceister Hall has proved itself a valuable adjunct to the School. Not only has the existence of a Boarding Department permitted boys whose families have moved to other communities to remain with us for the completion of their high school careers, but it has drawn to us boys from other parts of the country. Notably the East. It has also furnished a temporary home for boys whose families have had to be out of town during the winter months.

Leceister Hall is more than a residence: it is a real home and an educational experience. In establishing Leceister Hall, the School sought to avoid the harsher features of dormitory life in a boarding school. The School therefore laid down the principle that its own Boarding Department must partake as far as possible of the nature of a home. Accommodations were provided for no more than ten boys. Provision was also made for a master and his wife and an assistant master. Under the direction of Mr. and Mrs. Nathaniel French and with the assistance of Mr. Irving Telling the first year and Mr. Russell Nelson this year, a genuinely home-like atmosphere has been established and maintained.

Mr. and Mrs. French have a fine understanding of boys. Not only do they keep in touch with each boy's progress in school and assist him in planning out his time, activities, and finances, but they make themselves as freely felt and available as if they were the boys' parents. Though the boys have a living and game room of their own, Mr. French's study and library is open to them as if it were the library of their own home. It is not their intent to make the master's quarters a place of awesome import.

As part of their education the boys do a goodly part of the work around the house. They care for the furnace, look after their rooms, and keep up the immediate premises. While an excellent cook presides over the kitchen and a maid looks after the general cleanliness of the house, the boys have sufficient domestic activity to give them a pride in Leceister as their home in which they have responsibilities, but insufficient to interfere with their normal healthy enjoyment of school life and work.

The boys have a wholesome and natural week-end social life. In the days before gas rationing when a station wagon could be used freely there were frequent week-end canoeing, hiking, skating, and skiing trips. Much of this sort of thing is now out for the duration. In its place have been organized various work projects such as building of a bicycle shed last Fall, assisting the village scrap collection once each month, and working around the premises of neighbors and friends. There are also trips by train into Chicago to the theater, to concerts, to museum exhibitions, or other activities. Square dances are held once a month in the living room to which the boys invite girls who are in the School.

Besides this sort of activity and the regular social life of the School, the boys benefit from the fact that the great bulk of the boys and girls in the School are day pupils. They are frequently invited out during the week-ends, either in groups or as individuals to the homes of their friends and they reciprocate by inviting their friends to Leceister for Saturday or Sunday meals. On Sundays, the boys attend the churches of their choice, or go in a body to the various churches in turn.

It can be readily seen that the opportunities offered by our Boarding Department are almost unique among American Schools. The boys not only have the advantage of well regulated study hours and orderly home life, but they are practically as much a part of the life of the community as if they were permanent residents. The atmosphere of their school home is distinctly and wholesomely masculine, but it succeeds in avoiding the general poverty of community association which frequently characterizes the usual monastary for adolescents.

DAVID CORKRAN

LECEISTER HALL

If any parents know of friends or relatives who have boys of the age of seventh grade through High School who might be interested in the boarding department please let the office know. Mr. French will be glad to call on them even though they live out of town.

THE SUMMER SERVICE CORPS

This summer the School plans to organize a group of boys from 15 to 12 years old as a Service Corps for work on farms and victory gardens in this vicinity.

These boys will meet on week days on the School grounds and, under the direction of Mr. Lewis Taylor, will prepare themselves to become efficient workers on farms and gardens. When they have learned how to be useful in this manner, they will be taken in groups and under direction of masters to work on farms in this vicinity which have already expressed a desire for such help and are willing to pay the boys fair wages.

So many boys and parents have been interested in this idea that it will be necessary to limit the size of the group. Three masters will be in charge and will see that in addition to work on farms and gardens a well balanced program of other activities is maintained.

The School is purchasing an airplane (Piper Cub) which the boys will use for the study of motors and the theory of flight. They will work, also, on map making, signaling, and scouting and the school shops will be available for indoor work on rainy days.

Our purpose is to give an opportunity to boys in their early teens to make a contribution to the national effort, to meet the present emergency and to prepare themselves to be of greater service to the country in the reconstruction period which will face us in the post-war period.

The group, which we are calling the Summer Service Corps, will be organized as a day camp on the School grounds, opening the last week in June and continuing for a period of 7 weeks. The hours will be from 9 until 4 and the boys will be served lunch. The charge will be $100 for the full period, i.e. at the rate of approximately $15 per week.

We are anxious to include as many boys as possible from schools other than our own.

Inquiries or suggestions should be made to Mr. Taylor, Mr. French, or Mr. Smith and will be welcome.

ELEMENTARY SCHOOL ART AND SHOP

The Art and Shop program of the elementary school is designed to provide an adequate environment in which the child will be enabled to develop his natural creative abilities. That the program of this department is dependent upon a creative philosophy for its approach, rather than a course of studies based on techniques and traditional experiences, may be seen from this brief outline to the program in general.

It is only fitting to assume that in order to produce creatively we must develop an environment in which the most natural expression of our aims may result. Aside from the leadership required for this purpose, there is the additional need of having on hand a variety of materials which tend inevitably to stimulate and produce the desired results—namely, creative action.

Since we cannot express more than we really are, and since one of the fundamental aims of this program is self-evaluation through expression, we must, among other things, develop the courage to accept that which we create along with the ability for self-criticism. That this philosophy is acceptable to the creator, I have no doubt, though I am not so sure that it is always acceptable to the casual observer.

To assume from the foregoing that the child is completely on his own in these areas would be a fair deduction. However, this is only partly true since guidance plays a major part in all the child's activities. It is probably true that much good might result from a program where the child is left entirely to his own devices, if we were dealing with supermen. Here, however, we are concerned with the average child. Furthermore, we believe that the average individual has a natural creative ability and can develop it. Its expansion depends largely upon the methods employed in drawing it out, bringing it into focus and giving it the dignity of normality rather than by shielding it in a cloud of artistic mystery. Few individuals are endowed with true creative powers yet everyone has within him a creative force which enables him to rediscover for his whole being things which were formerly only visible to the eye. The main role of the teacher then is to challenge the child to ever greater efforts in realizing his goals. It also becomes his function to anticipate various levels of achievement within the child's range of ability in order to facilitate the realization of his high aims. This in no sense should mean restrictions that might secure him against failure, for failure, too, may be an important part of his developmental experience.

Finally, we must bear in mind that we are not training artists or craftsmen. Rather, we are endeavoring to help children to react creatively with the materials they find at hand so that they may grow into adulthood with a fearlessness that will enable them to mould materials to their needs.

WALTER FROELICH

EDUCATIONAL SERIES FOR APRIL

Friday, April 16, 11:00 A.M.—Dr. Henry Noble MacCracken, "Women's Colleges in War"

Dr. MacCracken has served as President of Vassar College since 1915.

Monday, April 19, 11:00 A.M.—Captain Robert R. M. Emmet, "The Navy in War"

Captain Emmet is Commanding Officer at Great Lakes. He was commanding officer of transports to Iceland and Ireland and was in charge of the transport fleet at Casablanca.

Monday, April 26, 11:00 A.M. to 12:15—Gitta Sereny, "From Darkest Europe"

Gitta Sereny, a twenty year old Hungarian girl, was educated in England, France, Switzerland and, in a different and unforgettable way, in occupied Paris. Pupil of the great Max Reinhardt in Vienna, she was selected to play the lead in a German film in 1938 and then refused because of slights to her native land. She has worked as a nurse with the Auxiliare Sociale in Paris, caring for homeless, forlorn youngsters. Soon, Gitta Sereny became too helpful to enemies of the Gestapo and was forced to flee into unoccupied France and later to America.

The April 16th and 19th lectures are in addition to the series for which tickets were sold in the fall. All parents and friends of the school are invited to hear Dr. MacCracken and Captain Emmet without charge.

ATHLETIC DEPARTMENT

Baseball 1943

Saturday, April 17	Harvard	There	11:00 A.M.
Friday, April 23	University High	Here	4:15 P.M.
Saturday, May 1	Milwaukee C. D.	Here	2:00 P.M.
Saturday, May 8	Luther	Here	11:00 A.M.
Friday, May 14	Concordia	Here	4:15 P.M.
Friday, May 21	Latin	There	4:15 P.M.
Friday, May 28	Wheaton	Here	4:15 P.M.
Saturday, May 29	Milwaukee C. D.	There	2:00 P.M.

GRADE MEETINGS OF PARENTS ASSOCIATION

Tenth Grade

There will be a meeting of the parents of the Tenth Grade on Wednesday evening, April 7th at 8:00 o'clock at the home of Mr. and Mrs. Denison B. Hull, 115 DeWindt Road. Perry Smith will discuss "The Problems of Planning for Tenth Grade Activities for this Summer and the Duration."

Spring Meeting

Announcement of the Spring Meeting depends upon arrangements with the speaker. The meeting will be held in May this year and notice of it will be in the May NOTES.

BRITANNICA LOST

Volumes 4 and 21 of the Encyclopedia Britannica are missing from the High School library. If would be greatly appreciated if parents would search their homes in case one of these might have wandered there.

A PLEA FOR JUNIOR KINDERGARTEN

The Junior Kindergarten would like to have a large fish bowl, a small ironing board and an iron (not electric).

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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COMING INTO THE HOME STRETCH

On my trip to the East last month, I was able to see several of our recent graduates who are still attending the colleges there. In my talks with them, I was astonished to find how intensely they felt about what they had heard were proposed changes in the School's customs. These students, most of whom are about to enter the service, or already have, were deeply concerned lest we change those things about the School which have meant so much to them in the past and now in time of stress help to steady them even in retrospect.

In some cases, the very students who had felt quite keenly last year that we ought to make drastic changes in order to initiate other activities which seemed more directly to contribute to the war effort, were themselves most certain that it had been a mistake. They seemed to need to know that things were not entirely different and that when they returned they would find things still enough like the School they had known to be able to feel at home there.

Of course, they did not mean that there should be no changes. They were delighted to know that we were entering into the Community drives, helping the manpower shortage by doing janitor work, and particularly that when another school had not been able to furnish workers for one Civilian Defense duty our boys had stepped into the breach and had carried on ever since. That sort of thing filled them with pride.

But they also wanted to be sure that the Opera, the Senior Play, and the various annual festivals were not omitted. The memories of these seemed to mean most to them now that they were out of the School and in a new environment where nothing is very stable.

Curiously enough, when I returned to Winnetka, I found a strong sentiment among the older students in favor of omitting much if not all of the last weeks of the school year. They seemed to be anxious to get into the next phase of their lives as soon as possible and without waiting to finish their school year except by meeting its minimum technical requirements. Many have an apparent dread of the Commencement ceremonies. I believe this is quite understandable. Young people of High School age are not sure of themselves, and especially of their control over their sentiments, to be at ease in any situation which may turn out to be sentimental. This year particularly the undercurrents of the Commencement exercises will be highly charged with the knowledge that the boys will begin their military service almost at the close of the exercises. They fear that we parents may show our emotions too clearly and embarrass them.

It is for that reason that I feel sure that we ought not to omit any of the more festive parts of Commencement week, but emphasize that phase rather than the more serious and poignant side as far as possible. But I am sure that any boy or girl who does not take part in the closing exercises will regret it deeply later on no

matter how much of an ordeal it may appear to him now. I remember talking to a recent Harvard graduate who had almost decided to stay away from his Commencement exercises two years ago when Lord Halifax had been awarded an honorary degree. He, too, had persuaded himself that it was not necessary for him to carry on to the end of the week as long as all the technical requirements had been already met. Being a young man of deep feelings, he had told himself that class spirit, and taking part in ceremonies meant little to him in the long view of life. But after it was all over, and his friends having induced him to stay and "go through the motions" as he said, he now states most emphatically that it was worth almost as much to him as all his previous college experience.

These are indeed the times that try our souls, and in such times companionship and mutual understanding mean more than ever. When the team is waiting for the game to start is the time when the players suffer keenly. After the whistle blows the strain is greatly relaxed. We can help these boys and girls now, by understanding what is beneath their uneasiness and impulsive actions. They need us to steady and to guide them, but they do not want us to show it. If we can assure them of our emotional control and make them certain that we will not embarrass them, it will help them greatly. And yet, to feel a firm hand on the reins when there is danger in the air, is a very calming influence indeed. Our children do not need to be told how deeply we feel in times like these, they sense it in everything we do. They do need to be reassured about themselves and to know that we, too, are not changing those familiar attributes which they have come to sense as stable characteristics on which they can depend in times of crisis. To paraphrase the familiar quotation, "They also serve, who keep the home fires bright."

PERRY DUNLAP SMITH

ANNUAL SPRING PARENTS ASSOCIATION MEETING

Sunday afternoon, May 2nd, at three o'clock our Parents Association is having its Spring meeting, which is planned each year for the parents of the school and their friends. We are more than fortunate this year to have been able to secure Clifton Utley as a speaker, since due to the pressure of his many duties it has been impossible for him to accept speaking engagements during the past year, and it is only by special arrangement he will come to us.

Mr. Utley will speak on "Strategy of the Future." Probably many of you heard Mr. Utley in his Educational Series two years ago and know what a clear, brilliant speaker he is. We all know how well informed he is. As editor of the Air Edition of the Chicago Sun and former director of the Council on Foreign Relations, Mr. Utley is widely-known; also through his new radio program of news analysis. A rather interesting personal item is his supporting in his home the three evacuated children of Andre Philipe, former Deputy of France and now one of the leaders of the DeGaulle movement.

Mr. Utley's talk will be followed by a tea afterwards in Walling Hall for all parents and friends. This is always a pleasant occasion to which to bring outside friends and a nice opportunity for them to meet the faculty and see the school.

STUDENT ACTIVITIES

MAY DAY

The Tenth Grade girls have been busy, of late, organizing themselves into various committees needed to carry out the preparations for the annual May Day festival. Because of the late springs in this vicinity our May Day is usually set for about the middle of the month. This year the date is to be Friday, May 14th.

At 10:30 on that morning the Fifth Grade will present a play in the auditorium, to which all parents and friends of the school are invited. Following the play, all move to the green east of Dunlap Hall to watch the procession of the May Queen. A program of folk dances follows this ceremony under the trees. As a climax, in accordance with a long standing tradition at the school, the Senior Class partakes in the Maypole Dance.

The first picnic of the season follows immediately at the close of the dances. Classes move to prearranged picnic spots beneath the trees. Picnic lunches are brought from home.

JULIA B. CHILDS

MAY DAY PLAY—10:30 A.M.

The play which is presented on May Day by the Fifth Grade is to them as the opera is to the High School. It is their big dramatic production of the year and many of the Upper School parents do not realize how very well worthwhile it is unless they have seen one. This year they are presenting an Hawaiian play, arranged by the children from an old Hawaiian legend, "Umi." This choice has been made because of our vital interest in the Pacific at this time and because of the rare opportunity the Fifth Grade has this year in studying and knowing these Islands. Their teacher, Mrs. Dunham, came here last summer from Honolulu, where she has lived for years. The costuming of this May Day play will be very true to reality.

THE SENIOR PLAY

For the annual Senior Play this year's class has selected "Letters to Lucerne" by Fritz Rotter and Allen Vincent. It will be presented in the auditorium on the evenings of May 21st and 22nd. Last year's Senior Class did not give a play, as their time was filled with unexpected war jobs. This year we felt that, besides the enjoyment we would derive from it, a play would serve as a steadying influence on the class.

The story of the play, in short, is as follows: The action takes place in a girls' school in Lucerne, Switzerland, late in the summer of 1939. The girls are returning from their vacations unaware of the great crisis ahead. It is their custom to read aloud at night in the dormitory their letters from home. With the outbreak of the war these letters from the various countries become strained and often bitter. War hysteria causes the girls to turn against and suspect Erna, a German girl. The war also affects the romance between Erna's brother and Olga, a Polish girl. Ultimately Erna wins back the love and respect of her friends by her brother's heroism.

The play seemed particularly appropriate to us because of its pathos and human interest. The scenery and costume committees have started planning the rather difficult sets, and the rehearsals are going ahead under the direction of Miss Radcliffe and Mr. Smith.

Notices will be sent to the parents as soon as tickets go on sale, but we hope you will save one of these nights so that you can all be there, as we sincerely believe you will enjoy "Letters to Lucerne."

Written by the Senior girls.

THE JUNIOR PLAYS

Although the Junior Plays were discontinued last year due to the war, the former tradition is being re-established this year. Due to the fact that the auditorium is needed for the Senior Play and other activities on the Friday and Saturday evenings in May, the Junior Plays will be presented during the Morning Ex hour on two different days.

period. We hope most of our young men are going to return with a willingness and a desire to enter college or perhaps complete a degree once begun, yet if this war lasts as it may and they are considerably older, business and possibly marriage may look a long way off to them. If, however, the girls have fitted themselves for the jobs which will have to be done and perhaps by so doing, are capable of producing an income, they can be a very definite help and influence to these young men in their problem at that time.

There is another perhaps even more important influence our girls can have on the boys of today along with the calming influence of a settled and determined daily routine. That is the maintenance of the usual high moral standards which are expected of them during peace times. The statistics of laxity in some parts of the country in this direction are appalling. In one day recently three different people in casual conversation asked me if I realized the terrifically high rate of delinquency in the present day among the teen age. One of these people was an educator, the other an active church worker amongst the young people and the third a Girl Scout leader. What can be done? they all asked. In my estimation there is only one answer and that lies with the parents of the girls. We send our boys into all branches of the service stationed in all parts of this country. The type of girl he is thrown with may have a great influence on his life; so may our girls help or hinder the boys with whom they are associated. It is very fine for women to work in Red Cross, British Relief, the Ambulance Corps and many other organizations with an intent to in some way help the boys in service, but if their own daughters are not imbued with a strong spirit and a stronger character much of the good they are doing is lost. USO parties and canteens are all very fine, but if our girls are not brought up with a feeling of responsibility in their conduct with these boys, the boys are better off without them.

As I see it, our girls have if anything a harder two or three years ahead of them than our boys. Our sons have their careers all mapped out for them, and these careers are full of excitement. Hard and hazardous as they may be, everything is new and venturous. They are going into new places most of the time, first in training, then in service. There is just one goal for them: that is to get across into action. BUT our girls are left behind to plod along in what probably seems to them a perfectly useless and selfish life. I believe it is our job to help them realize the extreme importance of their task and what it means to those who are fighting for them and to the country as a whole.

THE PARENT OF A GIRL.

"Miracle at Blaize" by Josephina Niggli will be given as a Memorial Day celebration on Friday morning, May 28th at 10:55. It is a dramatic miracle play portraying an unusual Christmas Eve in the village of Blaize in occupied France, 1941.

In the lighter vein, "Girls Must Talk," a comedy in six parts by Paul T. Gantt, will be presented on a day to be announced later. A cast of six Junior girls in the roles suggested by the title of this comedy can prove to be nothing but most entertaining.

ATHLETIC DEPARTMENT

Baseball Schedule

Saturday, May 1	Milwaukee C. D.	Here	2:00 P.M.
Saturday, May 8	Luther	Here	11:00 A.M.
Friday, May 14	Concordia	Here	4:15 P.M.
Friday, May 21	Latin	There	4:15 P.M.
Friday, May 28	Wheaton	Here	4:15 P.M.
Saturday, May 29	Milwaukee C. D.	There	2:00 P.M.

PARENTS ASSOCIATION MEETINGS

Annual Business Meeting of Parents Association

A brief meeting of the Parents Association is held on May Day after lunch at one o'clock in the auditorium. At this time the report of the nominating committee is read and the newly selected officers of the Parents Association for next year are announced and voted upon. All parents of the school are urged to be present at this meeting.

Eleventh Grade

The mothers of the Eleventh Grade will meet with Miss Gilbert in her room in Dunlap Hall immediately after the Annual Meeting on May Day. The purpose of this meeting is to arrange for the Class Day luncheon, of which the Eleventh Grade mothers take charge each year, as an old school tradition.

Twelfth Grade

The mothers of the Senior Class will meet with Miss Wied in Dunlap Hall immediately following the Annual Meeting on May Day. At this time final arrangements will be made for Commencement.

As the School year draws to a close, there is one urgent request your retiring president would like to ask of you: that is to make the remainder of the year as much like normal times as possible. I have in mind particularly Grade meetings, Grade picnics and all the festivities connected with our Commencement.

Along with this request there comes a question to my mind. Has it been wise to give up so many of our Grade meetings during the past year? Some felt that we were all too absorbed in thought and time with war activities to attend any meeting that could be avoided. There is great doubt in my mind as to the advisability of this departure from the normal peace-time tradition. We hear on all sides a strong urge to do everything possible to keep things normal for our restless, unsettled young people. Wouldn't more gatherings of their own parents not only

strengthen the children's feeling of security but our own, aside from offering us more frequent opportunities to discuss current problems arising due to these very difficult times. These Grade meetings have always been the greatest stronghold for new parents in the school; they were the one opportunity for these mothers and fathers to meet the other parents of their child's grade and to know the faculty on a more intimate basis. I have heard many parents express a sincere regret at the lack of such meetings this year. I am sure the incoming president for next year would appreciate any suggestion or opinion concerning this, perhaps in the next issue of NOTES.

May I take this opportunity of thanking all those who have served most faithfully during my term of office. I feel that it is a privilege to work on the executive committee of the Parents Association of North Shore Country Day School.

Most respectfully,

RALPH E. BATTEN.

THE ROUND TABLE

Last year in NOTES there was initiated a column where parents might air their views on any subject or problem concerning our young people. It was hoped that mutual help might be derived from these articles and their answers. This month a very timely subject has been sent in by an interested parent and it would seem that there should be many helpful additions to it by other parents for our next issue.

We hear a great deal of discussion these days about the unrest amongst the boys, especially those of older high school age, boys who are old enough to realize the extreme seriousness of world affairs and that much of the solving of this almost unsurmountable problem is up to them, and yet who are not of the draft age and are still in school. We do not hear so much of the restlessness of the girls, but it is, however, there. I wonder how many of the parents of girls are aware of what great emotional upset they too are going through, and how vital it is that we do everything in our power to help them remain as calm and normal as possible, not only for their own good but because of the great responsibility they carry in helping to maintain the equilibrium of the boys.

Have you ever noticed, if you are disturbed within yourself about something, it is just more than you can endure to have confusion about you, but if those you are with radiate calm and solidity it helps your feeling of security and decision. These boys are all going into training and probably active service; they cannot have the privilege of college until after the war, but the girls can. There is much to be done at home while the young men are away and it is up to the girls to hold up this end and all that is dependent upon a college training. The boys know this and if they see the girls working conscientiously toward this goal, it will give them a faith and a feeling of cooperation which nothing else can do.

It is far simpler and easier to live solely in the present than to look ahead to the future, but it is reported that Washington is as much concerned and occupied today with the World Peace to follow this war as with the winning of the war itself. Although it is important for our girls to have this college training for jobs and undertakings during the war, it will be far more important in the after-war

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume V | June, 1943 | Number 9

COMMENCEMENT 1943

The graduation exercises which are taking place in all High Schools throughout America this June will be far different in tone and spirit than ever before in our history. For the first time the great majority of the young men who join in these traditional exercises will do so with no uncertainty as to their immediate future. They will have no decision to make. Their country has made that for them. They are needed in the armed services and at once. They are to be trained to play a vital part in the great struggle for the defense of the right of freedom of all men everywhere.

In all previous commencement exercises these youths have been treated to much super-heated oratory and exhortation which attempted to convince them that their talents and abilities were really needed in the great waiting world outside their familiarly sheltering campuses. They were warned that the road to success was long and hard but that the rewards were sure for those that endured, worked hard and were virtuous. Somehow they seemed to have a few reservations in accepting these precepts in their entirety.

On the other hand, the proud parents and guests beaming from their seats in the auditorium were also assured by the student class president and other youthful orators that this new generation was ready and able to set right all of the evils of the wicked world and that they would now speedily correct all the bumbling mistakes of the elder statesmen and other short-sighted leaders. Their assurance, too, was not always completely satisfying and convincing to their listeners. In fact, the very vehemence of both groups of speakers seemed to indicate that doubts existed within themselves and that perhaps they knew that the problem was not quite so simple.

But this year there are no doubts. This year we are engaged in a great world war testing whether our form of government, our way of life can long endure. We may not be clear as to exactly what is meant by freedom and democracy and as to the details of our own philosophy of life when we try to put it into practice, but we have no doubt as to the immediate problem. We have got to win the war first in order to be allowed to try to practice what we have preached. And in the winning of the war our eighteen year old youths are needed and are being given a chance to participate in a more complete way than has ever been given to any similar generation before.

This is total war in a sense that we had never dreamed when Hitler first used that phrase. Every one has a place in it—not just the man at the front. Our victory depends on our ability to coördinate these many kinds of services and abilities. We know now that we can't leave it to a system of volunteer help. It is far more democratic to carry on under a government system where every one can be told what part he is expected to play and be sent where he will do the most good. Thus, young men and old men can be used to the best advantage.

We can no longer say, as some did in the last war, that the older generation got us into this mess and the younger generation got us out. This time we realize that each of us shares in the failures or the successes of democratic living. Isolationism of the spirit is just as short-sighted as any other kind. It is always easy to shift the blame to someone else's shoulders and it is a particularly human weakness to attempt to shift responsibility of all kinds. The cry of "Am I my brother's keeper" has rung out in every generation since Cain and Abel but there are signs that this time we are beginning to realize the cost of adherence to that doctrine.

This year, however, while there is no doubt in the minds of seniors as to what their next step is to be, there are even more doubts in the minds of the graduates as to what will be expected of them after they are in service. Having looked forward to the freedom of college life with all the restrictions of home far away, it is hard to face the complete regimentation of Army life, and yet I am confident that they will find the experience exhilarating and thrilling. They may even be surprised (and perhaps disappointed) to find how much college they are going to take. Study goes right on in the service, only not at the more leisurely peace-time pace, and much more depends upon the result. For as is pointed out at certain Army training schools, you always have facing you the grim fact that the enemy's young men are training too, and that in modern mechanized war, it is the soldier that has best mastered the theory and practice of his weapon, including such old fashioned facts as manipulation of Mathematics rapidly and accurately, that registers on the target first and thus continues to live.

But the greatest contribution the graduating classes can make to the war is to produce their quota of officer material. That is something that is not easily done, for officers must be leaders, men of courage and vision. They must have more than enthusiasm and confidence, for that soon wears thin in the test of adversity. They must know what they are fighting for and have burning convictions as to its righteousness. They must have stout hearts that never quaver, that can lead their men through Dunkirks and Bataans. These qualities are the sort that have been seen in our former graduating classes and seem no less a part of the class this year. We say good-bye and good luck to them in the eager expectation and faith of welcoming them back, after the lessons we will all learn through blood and sweat and tears, so that we can then together give our energies to building a world wherein all men shall be free and yet all Earth's folk be one.

PERRY DUNLAP SMITH

COMMENCEMENT WEEK

Lower School Closing Exercise, Friday, June 4th, 11:00 A.M.
Children will be dismissed at 12:00 (no lunch at school).
Guests: the Senior Class.

Middle School

Wednesday, June 9th, students will be dismissed at 11:30 (no lunch at school), but may return at 2:00 o'clock for the Stunts.

Thursday, June 10th, students will be dismissed before lunch. The Sixth, Seventh and Eighth Grade picnics will be held in the afternoon.

Friday, June 11th. MIDDLE SCHOOL CLOSING LUNCHEON, 12:00 noon.

Upper School

Luncheon — *Wednesday, June 9th, 1:00 P.M.*
Guests: Parents of the Senior Class, Alumni, Directors and their wives, and the Faculty. The Freshman Class will serve.

Stunts *Wednesday, June 9th, 2:00 P.M.*
Guests: Parents of the School, Alumni, Directors and their wives, and the Faculty.

Commencement *Friday, June 11th, 3:30 P.M.*
Guests: Parents of the School, Alumni, and friends of the Senior Class.
All festivities are held at the school.

Desired Dress for Commencement Activities

Freshmen, please wear white for the Senior Luncheon on Wednesday. This applies to both girls and boys.

Freshman, Sophomore and Junior Girls, wear plain, simple white dresses for Commencement on Friday.

Freshman, Sophomore and Junior Boys, wear white trousers and dark coats for Commencement on Friday. Dark blue coats are preferable, as the appearance of the High School on the stage is far more attractive as a background for the Senior Class. It has been suggested that those who do not have a blue coat borrow for the occasion.

Senior Girls wear long white dresses.

Senior Boys wear white linen suits with special class tie.

Music for Commencement

Processional—Festival March ..... *Mendelssohn*
The Orchestra
The National Anthem
"Turn Back, O Man" ..... *Holst*
Chorus and Orchestra
"How Lovely is Thy Dwelling Place" ..... *Brahms*
Chorus and Orchestra
"Song for the Working Day" ..... *Sharton*
Chorus, unaccompanied
"Onward, Ye Peoples" ..... *Sibelius*
Chorus and Orchestra
"Hallelujah, Amen" ..... *Handel*
Recessional—March from "Judas Maccabeus" ..... *Handel*

The "Song for the Working Day" is by Felix Sharton, an Austrian composer now living in Chicago. This song was given its first performance in America two years ago, at the Commencement ceremony at North Shore Country Day School.

ART LIBRARY COMMITTEE

An Exhibit of Old Chinese Water Colors loaned by Mrs. Lawrence Howe is hanging in the Art Library. The exquisite design, workmanship and brilliant colors of these pictures, which are well over 100 years old, will amply repay a trip to the school to see them. The two scrolls hanging on the screens were bought for the school this year with money from the Parents Association.

To supplement our reference material for the new courses on Mexico and South America we have purchased a number of books on Brazilian, Indian and Columbian Art, and on the Covarrubias Pageant of the Pacific. These are only a few of the books added this year. We have tried to choose the best of the new publications on American Art, the texts of which might appeal to all ages.

NEWLY-ELECTED OFFICERS OF THE PARENTS ASSOCIATION FOR THE YEAR 1943-1944

OFFICERS

Norman W. Harris, President	594 Spruce Street	Winn. 1653
Locke L. Murray, 1st Vice-President	660 Elder Lane	Winn. 1089
Vernon M. Welsh, 2nd Vice-President	1180 Westmoor Road	Winn. 1248
Mrs. Harold Waller, Secretary	630 Walden Road	Winn. 2346
Mrs. James L. Garard, Treasurer	50 Woodley Road	Winn. 713

MEMBERS OF THE EXECUTIVE COMMITTEE—(at large)

Mrs. Lawrence Howe	175 Chestnut	Winn. 779
Mrs. Philip T. Atwood	421 Sheridan Road	Ken. 4566
Mrs. Benjamin Wham	811 Sunset Road	Winn. 1220
Mrs. Russell T. Stern	Happ Road, Northfield	Winn. 2843
Mr. George F. Getz, Jr.	1136 Chestnut Ave.	Wilm. 640
Mr. Eugene Williams	123 Melrose Ave.	Ken. 1769
Mr. Ralph E. Batten	675 Garland Ave.	Winn. 2153

COMMITTEE CHAIRMEN

Office Committee	Mrs. Kenneth M. Henderson	818 Bryant Ave.	Winn. 302
Lunch Committee	Mrs. Harold O. Barnes	98 Indian Hill Road	Wilm. 1162
Costume Committee	Mrs. Arthur R. Bruegeman	1072 Fishers Lane	Winn. 2068
Library Committee	Mrs. Brook B. Ballard	560 Orchard Lane	Winn. 1693
Art Library Committee	Mrs. Clifford H. Pope	922 Elm Street	Winn. 2506
Faculty Teas Committee	Mrs. Dain D. Fuller	131 Apple Tree Road	Winn. 2184
House Committee	Mrs. Willis D. Gale	146 Chestnut Street	Winn. 1246
Steering Committee	Mrs. Norman W. Harris	594 Spruce Street	Winn. 1653
Chairman of "Notes"	Mrs. Darrell S. Boyd	47 Indian Hill Road	Winn. 2965
Skating Rink Committee	Mrs. John Favill	686 Hill Road	Winn. 4606
Publicity Committee (Winnetka Weekly Talk Column)	Mrs. Ramsey Duff	1482 Asbury	Winn. 1594

GRADE CHAIRMAN

First Grade	Mrs. George F. Getz, Jr.	Wilmette	640
Second Grade	Mrs. William Ward Clore	Winnetka	654
Third Grade	Mrs. Ian Patrick	Winnetka	2846
Fourth Grade	Mrs. Rowland Wehr	Winnetka	2076
Fifth Grade	Mrs. John Ott, Jr.	Winnetka	1391
Sixth Grade	Mrs. Herbert W. Kochs	Kenil.	5603
Seventh Grade	Mrs. Sidney C. Nelson	Winnetka	2847
Eighth Grade	Mrs. John McGregor	Winnetka	1186
Ninth Grade	Mrs. John T. Pirie, II	Winnetka	606
Tenth Grade	Mrs. Lawrence Howe	Winnetka	779
Eleventh Grade	Mrs. Donald B. Murray	Winnetka	600
Twelfth Grade	Mrs. Francis T. Wilson	Winnetka	1450

PARENTS ASSOCIATION MEETINGS

Senior Kindergarten

The Senior Kindergarten Picnic will be held on Tuesday, June 1st at 11:00 o'clock at the home of Mr. and Mrs. Benjamin Wham, 811 Sunset Road, Winnetka. In case of rain the picnic will be held at the school.

Second Grade

The Second Grade Picnic will start promptly at 5:30 on June 7th with a ball game or a swim at the home of Mr. and Mrs. John Ott, Jr., 85 Hibbard Road. It is hoped that all of the parents of the grade will partake.

Third Grade

The Third Grade parents and children will have a picnic June 1st at 5:00 o'clock at the Denison B. Hull's Stables.

Fourth and Fifth Grades

The Fourth and Fifth Grade children and parents will meet together for their closing picnic of the year at the home of Mr. and Mrs. John Ott, Jr. on Tuesday afternoon, June 1st. Mr. and Mrs. James Garard will be joint host and hostess with Mr. and Mrs. Ott. The group will gather promptly at 5:00 o'clock for swimming or baseball before supper.

Twelfth Grade

The traditional Senior Class Picnic for the class, their parents and the faculty will be held on Sunday afternoon, June 13th at 5:30 at the home of Mr. and Mrs. Hill Blackett, 612 Pine Lane, Winnetka. Each family will bring its own picnic supper and sugar and coffee. The committee in charge will serve milk and coffee. This will be the grand finale of Commencement Week and has all the prospects of being a very jolly one.

NOTICE OF MEETING FOR GRADE CHAIRMEN

The Annual Meeting of all Grade Chairmen of the Parents' Association of North Shore County Day School with the Executive Committee and Faculty will be held Wednesday evening, June 2nd at 8:15 o'clock at the home of Mr. and Mrs. Denison B. Hull, 115 DeWindt Road, Winnetka.

All *Grade Chairmen* will be called upon at this time to give a report of their work during the past year. This report should be in written form so that it may be handed to the secretary for filing at the close of the meeting.

It is very important that each *Grade Chairman* bring with her to this meeting the *Newly-Elected Chairman* of her grade for the coming year. One purpose of this meeting is to give them an idea of the work done by chairmen of the various grades. All *Committee Chairmen* of the Parents' Association should bring with them to this meeting a written report of the work of their committee during the past year. This report will not be read at the meeting but will be given to the secretary to be filed with the minutes of the meeting.

JOSEPHINE R. HARRIS, *Secretary*

EXAMINATIONS FOR HIGH SCHOOL STUDENTS

Seniors, Juniors, Sophomores and Freshmen: Final examinations, June 3rd, 4th, 7th and 8th.

College Board Examinations: Saturday, June 5th at 8:45 A.M. Registration at Northwestern University in Chicago.

JUNIOR PROM

The Junior Prom will be held on the evening of Commencement, June 11th from nine until one o'clock in the Boys' Gymnasium.

CLOSING DATES OF SCHOOL

Lower School closes on Friday, June 4th at 12:00 noon, 1943.
Middle School closes on Friday, June 11th, 1943.
Upper School closes on Friday, June 11th, 1943.

EDUCATIONAL SERIES FOR NEXT YEAR

The Educational Lecture Series for students, parents and friends will open on Monday, October 18th, with Jan Struther (Mrs. Miniver) as guest speaker. Further announcement of plans will be made in the Fall.

SENIOR GIRLS AVAILABLE AS "SITTERS"

The following seniors who have taken the Junior Child Care Aide Course are available for "Sitters" positions:

Diane Holliday	293 Ridge Ave., Winnetka	Winnetka	943
Janet Jones	699 Walden Road, Winnetka	Winnetka	182
Virginia Penfield	480 Adams, Glencoe	Glencoe	1626
Ann Selfridge	1133 Pine, Winnetka	Winnetka	495
Nancy Spring	114 S. Deere Park Dr., Highland Park	H. P.	4877

ALUMNI BULLETIN FOR OVERSEAS

There are many Alumni in the Service Overseas whose addresses are not known to those in charge of mailing. When the Bulletin comes to your home, if you wish to send it overseas, seal it and add nine cents postage and mark FIRST CLASS. Two cents additional postage without sealing will take it to any camp in this country. Please see that your son or daughter gets it.

THE ROUND TABLE

In answer to Mr. Batten's reference in the May issue of NOTES to grade meetings, I would like to express my personal feeling in this matter. I agree very definitely with the opinion expressed in the Fall that a meeting called just to have a meeting is a futile and useless thing at any time, but especially so in these times of needed war activities. However, it seems to me that now when the boys and girls are all uneasy and uncertain, feeling so keenly the tensions created by the present day war situation, we parents might be of more help to them and to each other by getting together occasionally and talking over some of these things. A unity among the parents would assuredly help and strengthen a unity among the children, and also the bond between child and parent. The Country Day School was founded on a co-operative basis of child, parent and teacher. It seems to me that we parents have allowed the pressure of outside activities to interfere with our part. Now more than ever, we want our children to feel that we are back of them. I wonder if they don't feel perhaps that we are so busy with our war activities that we haven't much time for their school program and interests. The school is where they spend the major portion of their day. I, for one, would like to know what goes on in those hours and I should like to have an opportunity of meeting the teachers less formally than in a class room. I should also like to know the parents of my children's friends at least by sight. The logical place and time for all this seems to me to be grade meetings.

I feel that we all, children, parents, teachers and school have lost something this year. I hope we can regain it in 1944.

A Middle and Upper School Parent.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VI | October, 1943 | Number 1

OUR TWENTY-FIFTH YEAR

The opening exercise on Monday, September 13th, was the twenty-fifth time we have gathered together to start a new school year. It hardly seemed possible that we had been in existence that long and that by next Commencement Day we will have completed a quarter century of continuous work and study together.

Twenty-five years ago when we organized as a school, we had just come through the first World War and were determined to do all that we could to prevent such a catastrophe from ever happening again. Education seemed to be one very real means to attaining that end. But most schools at that time, although they believed in democracy in theory, gave their pupils and teachers very little chance to practice it. Their practice was entirely autocratic. This seemed to be one of the many amazing inconsistencies which had been prevalent in our pre-war living and had helped to bring about our confusion and disillusionment. Few people fully realized that one learns what he actually practices, not what he preaches; and so we wanted to add one more school to the small group which was determined to give children and teachers an opportunity to work out their common problems together in a democratic way.

The Parents had organized the School and worked hard to get it established, but they seemed rather astonished when they, too, were invited to share in the democratic process—and to continue to carry, equally with the pupils and teachers, the responsibility for determining policies and working out problems as they arose.

From the first, they met the challenge valiantly and eagerly, until now they have earned a wide reputation as one of the most understandingly coöoperative parent bodies in the educational field. They have recognized the importance of responsibility and the advantages to themselves and their children of sharing with the teachers the direction and guidance of the pupils. This has brought bountiful results.

Twenty-five years ago the prinicipal motive for work offered children in schools was usually either avarice or ambitious competition. Prizes, rank-lists, and contests were used to urge the students to greater efforts. Very little opportunity was given for coöperative effort except on athletic teams. The emphasis was all on individual achievement, on excelling rather than accomplishing. It was not strange that children hated school and that they had little faith in coöperative processes in international relations when they grew up.

This School was founded to meet those needs. It has tried to shift the emphasis from competitive to coöperative enterprises, from personal reward to community service. It has not always been successful, but it seems to have moved steadily forward and to have kept its position in the van.

Today, the School is not nearly so unique in its ideas, for educational thought has moved rapidly in our direction, but in its practice of combining the modern educational methods with thoroughness and sound scholarship it seems to be outstanding.

The impact of the war has given the School great opportunities. The armed services have found that the scientific methods used in the more modern schools are far more efficient than the methods of drill in meaningless forms. The project method and case system are in constant use and even animated cartoons are a common place army-teaching device.

Moreover, the capacity to learn a new subject rather than the mere mastery of an old one has become a great asset to the soldier. This capacity seems to be assured far more by a broad, but thorough, educational background than upon specialization below the college level. Hence, when the Army and Navy requirements were made known to the schools, we had to change very little—and our graduates have vindicated our faith in them and in our methods.

Now, in our twenty-fifth year, the emphasis must shift again. We have been thinking in terms of preparation of our students for the war effort and that must continue, but once again, as the news from the battle front is slowly and steadily improving, we must give more attention to the problem of preparing our pupils and ourselves for living in a world seeking to perpetuate peace. The problem which faced our founders is again facing us and I believe the same principles hold. We must condition our boys and girls—by practice—to democratic attitudes of living together and especially to give them faith—by practice—in democratic ways of resolving differences amicably and working out their problems by common consent. These are the attitudes the School was created to develop. We know much more about them than we did a quarter of a century ago—we have twenty-five years of living and working together successfully, as parents and teachers, to guide us and encourage us. Surely, we may look forward with hope and confidence to the next twenty-five. PERRY DUNLAP SMITH

EDUCATIONAL SERIES

Program for the year 1943-44

October 18—11:00 A.M.-12:15
Jan Struther (Mrs. Miniver), "A Pocketful of Pebbles".

November 15—11:00 A.M.-12:15
Sunder Joshi, "America's Moral Role".

December 6—11:00 A.M.-12:15
Wilfred Hansford Gallienne, "Answering for England".

December 13—11:00 A.M.-12:15
William L. Darden, "Alaska and the Highway".

January 10—11:00 A.M.-12:15
Hope Summers, "Re-creation of a Popular Play".

February 7—11:00 A.M.-12:15
Mbonu Ojike, "Africa Will Be at the Peace Table".

March 6—11:00 A.M.-12:15
John Jacob Niles, Singer of American Folk Music.

April—11:00 A.M.-12:15
Clifton Utley

PARENT LECTURES

In addition to the Educational Series lectures, the school is asking a number of parents to talk to the students about their work or their outside interests. On *October 4th* Mr. Clifford Pope, Curator of Reptiles at the Field Museum, will discuss the subject "Snakes and You". There will be live specimens of reptiles and the morning should be both animated and informative. Announcements of these lectures will be made by postcard, one week in advance of the date. There will, of course, be no fee for these talks by parents who are so generously donating their time.

STUDENT ACTIVITIES

Athletic Department

Varsity Football Schedule

October 2nd—Open		
October 9th—Todd	There	11 A.M.
October 16th—Wheaton	Here	10 A.M.
October 23rd—Milwaukee	Here	2 P.M.
October 30th—Harvard	There	10 A.M.
November 6th—Latin	There	2 P.M.

OFFICERS OF THE PARENTS' ASSOCIATION FOR THE YEAR 1943-1944

OFFICERS

Norman W. Harris, President	594 Spruce Street	Winn.	1653
Locke L. Murray, 1st Vice-President	660 Elder Lane	Winn.	1089
Vernon M. Welsh, 2nd Vice-President	1180 Westmoor Road	Winn.	1248
Mrs. Harold Waller, Secretary	630 Walden Road	Winn.	2346
Mrs. James L. Garard, Treasurer	50 Woodely Road	Winn.	713

MEMBERS OF THE EXECUTIVE COMMITTEE—(at large)

Mrs. Lawrence Howe	175 Chestnut	Winn.	779
Mrs. Philip T. Atwood	421 Sheridan Road	Ken.	4566
Mrs. Benjamin Wham	811 Sunset Road	Winn.	1220
Mrs. Russell T. Stern	Happ Road, Northfield	Winn.	2843
Mr. George F. Getz, Jr.	1136 Chestnut Ave.	Wilm.	640
Mr. Eugene Williams	123 Melrose Ave.	Ken.	1769
Mr. Ralph E. Batten	675 Garland Ave.	Winn.	2153

COMMITTEE CHAIRMEN

Office Committee	Mrs. Kenneth M. Henderson 818 Bryant Ave.	Winn.	302
Lunch Committee	Mrs. Harold O. Barnes 98 Indian Hill Road	Wilm.	1162
Costume Committee	Mrs. Arthur R. Brueggeman 1072 Fishers Lane	Winn.	2068
Library Committee	Mrs. Brook B. Ballard 560 Orchard Lane	Winn.	1683
Art Library Committee	Mrs. Clifford H. Pope 922 Elm Street	Winn.	2506
Faculty Teas Committee	Mrs. Dain D. Fuller 131 Apple Tree Road	Winn.	2184
House Committee	Mrs. Willis D. Gale 146 Chestnut Street	Winn.	1246
Steering Committee	Mrs. Norman W. Harris 594 Spruce Street	Winn.	1653
Chairman of "Notes"	Mrs. Darrell S. Boyd 47 Indian Rill Road	Winn.	2965
Skating Rink Committee	Mrs. John Favill 686 Hill Road	Winn.	4606
Publicity Committee (Winnetka Weekly Talk Column)	Mrs. Ramsay Duff 1482 Asbury	Winn.	1594

GRADE CHAIRMEN

Junior Kindergarten	Mrs. Edwin P. Jordan	Winnetka	417
Senior Kindergarten	Mrs. William J. Griffin	Winnetka	2875
First Grade	Mrs. George F. Getz, Jr.	Wilmette	640
Second Grade	Mrs. William Ward Clore	Winnetka	654
Third Grade	Mrs. Ian Patrick	Winnetka	2846
Fourth Grade	Mrs. Rowland Wehr	Winnetka	2076
Fifth Grade	Mrs. Harold Waller	Winnetka	2346
Sixth Grade	Mrs. Herbert W. Kochs	Kenil.	5603
Seventh Grade	Mrs. Sidney C. Nelson	Winnetka	2847
Eighth Grade	Mrs. John McGregor	Winnetka	1186
Ninth Grade	Mrs. George Carolan	Winnetka	4045
Tenth Grade	Mrs. Lawrence Howe	Winnetka	779
Eleventh Grade	Mrs. Donald B. Murray	Winnetka	600
Twelfth Grade	Mrs. Francis T. Wilson	Winnetka	1450

Fix-it Class

During the second period, on Tuesdays and Thursdays, a "fix-it" class will be conducted. This will be open to a limited number of High School boys and girls. The purpose of the class—as its name implies—is to give students some simple, mechanical training, so that they may become more efficient in meeting common, home emergencies.

GRADE MEETINGS

Sixth Grade

A meeting of the Sixth Grade parents will be held in October. The date will be announced later. As there are several new children in the grade, this first meeting should provide a splendid opportunity for new and "old" parents to become acquainted.

Twelfth Grade

Be sure to save Friday, October first. You are invited to a Pot-luck Supper Party with your Twelfth Grade son or daughter and we want everyone there. You will receive a letter telling you exactly when and where to go, so don't make another engagement. A committee is working on plans for the evening and fun is in store for everyone. Let's make this a banner year for our class and start by having 100 per cent attendance at this first party.

PARENTS' ASSOCIATION MEETING

The annual, fall meeting of the Parents' Association will be held in the school auditorium on *Monday evening, October 25th, at 8:30.* Preceding this meeting, individual grade meetings will be held in the various class rooms.

WANTED—BY THE HOUSE COMMITTEE

The House Committee has several projects in mind here and there, about the school. If anyone has odd pieces of furniture, rugs, or lamps to donate, please call Mrs. Willis D. Gale, Winnetka 1246.

ART LIBRARY COMMITTEE

The Art Library Committee has begun a collection of clippings which it hopes will be of help to the Faculty. These clippings are being mounted, catalogued and filed. Discarded magazines such as, The National Geographic, Natural History, Life, Fortune, Nature Magazine and The Art News are desired and may be left in the Art Library. The committee wishes to thank Mr. Wilcock for his donation of a set of eighty-four unusually interesting pictures illustrating life in the Orient; Joan Monroe, for her gift of a copy of "Missions of California" and Mr. Livermore for making three picture frames. Every Monday afternoon there will be someone in the Art Library to give suggestions regarding the selection of pictures for classroom work.

PHYSICAL EDUCATION

Recently there appeared in the paper an article telling of three members of a Chicago High School, football team being stricken with infantile paralysis. Some one was kind enough to send me this article through the mail. As there was no signature I am unable to give thanks where thanks are due.

A question immediately arises concerning the physical education program at North Shore. I can assure every parent that before I received the newspaper article the members of the physical education department had met and discussed the program in relation to over-fatigue. We are paying special attention to the welfare of every boy and girl in the school. If at any time you feel that your boy or girl is over-fatigued will you please let us know immediately.

For the benefit of the new parents in the school I will try to outline our fall program. Every boy and girl in the school is required to participate in physical education daily. For the middle and high schools the physical education program is held at the end of the day. During the fall, activities are field hockey for the girls and football for the boys. Both boys and girls are divided into groups

according to their ability and each group is coached by a person who has had training in the activity which he is coaching. The boys in football are divided according to weight, with particular attention to the fact that a boy who is mature and has outstanding ability should not participate with a younger boy or one of less ability. Before the boys and girls take part in a team sport they are given physical and medical examinations. The results of the examinations are sent home and in case of defects, the parents are asked to check them with their family physician.

When boys and girls report for a sport they must have proper equipment to engage in that particular sport. They are not required to purchase equipment at school, but may do so if they wish. We do insist on inspecting all equipment to see whether, in our estimation, it gives the maximum protection.

At the beginning of each school year, both boys and girls are given instructoins in keeping in condition, care of equipment and bathing. Special emphasis is placed on drying the hair and being properly dressed atfer exercise. In our daily program the younger boys are active for a forty-five minute period and the varsity for one hour and fifteen minutes. The younger boys leave the field at 4:45 P.M. and should be ready to leave the school grounds at 5 P.M. daily, except when they are playing an outside game. The varsity is through from 5:15 to 5:30 P.M.

I feel that both our boys and girls benefit greatly from properly supervised athletics. It is our desire to offer every student a program which is not too strenuous yet, one which will give him a good "work out".

JACK C. ANDERSON

THE NEW FACULTY MEMBERS

Several new members have been added to the Faculty this year and are already giving new zest and strength to our staff.

Miss Gladys Adshead is the new Head of the Lower School, replacing Mrs. Robinson who has become Principal of one of the elementary schools in the famous public school system of Scarsdale, New York. Miss Adshead was born and educated in England and had wide teaching experience there. She came to America and taught in the Beaver Country Day School in Boston and then became head of the primary grades at Buckingham School in Cambridge, Massachusetts. She will teach the Senior Kindergarten as well as direct the Lower School.

Mrs. Margaret Nygaard will be the new Fourth Grade room head. She is the wife of the Superintendent of Schools of Kenilworth and has been conducting a private school of her own for some time. She has also taught at the Grosse Pointe Country Day School in Detroit and in the public schools of Kenilworth and Ravinia.

Mrs. Lois Harlan will teach the Second Grade. She is a Master in Education from the University of Chicago and taught in the School of Education there. She also taught at the Warrenton Country School of Warrenton, Virginia, which was the school at which she had prepared for college.

Miss Virginia Ingram has returned to us once more after having taught for several years at the Bell School in Lake Forest. She is to take Miss Leslie's place as mathematics teacher in the Middle School and as Sixth Grade Adviser. Miss Leslie has gone into war work in the west.

Miss Lotte Lindauer will replace Mr. Froelich as Director of Arts and Crafts in the Lower School. He has also gone into war work. Miss Lindauer is a German refugee who came to this country six years ago. Besides her very unusual training in Germany, she has done work at the Chicago Art Institute and the School of Design. She has taught Arts and Crafts at the Girls Latin School in Chicago for four years.

In the High School, we have two new staff members. Mr. William W. Talley will take Mr. Carpenter's place as teacher of Mathematics and Science. Mr. Carpenter is now doing very interesting research war work for the government. Mr. Talley has both the B.S. and M.A. degrees from Harvard. He is a licensed airplane pilot and master machinist. He was formerly principal of the Berlin,

New York, High School and then became the head of the Science Department at the Mary C. Wheeler School at Providence, Rhode Island.

The sudden death of Mr. Bollinger at the end of the summer was a heavy blow to the School. He had been with us for twenty-one years and had carried such a varied and special program that it seemed hopeless to attempt to replace him. We were very fortunate indeed, to secure the services of Mr. Ogden Livermore, whose experience and training seem to fit him to succeed Mr. Bollinger in almost all of his activities. Mr. Livermore was trained as a Chemical Engineer and has had great experience in that field. He has had a wide and interesting business experience which should prove very valuable to him in the capacity of Business Manager of the School. He has also taught several years at the Francis Parker School in Chicago as Director of the school shops, so that he is equipped to take over that work with us also.

The school has been most fortunate in finding so many fully qualified teachers in a time when the teacher shortage is very severe. It would seem that we are starting the year with one of the strongest faculties in our history.

Karl V. Bollinger

The sudden death of Karl V. Bollinger during the summer saddens all of us. "Bolly" had been associated with the School for twenty-one years. A graduate of the Northern Illinois Normal College at DeKalb, after a few years' experience as inspector of buildings for the State Department of Public Instruction and as instructor at the Francis W. Parker School, he came to North Shore to organize the manual arts work and to supervise from the School's point of view the construction of Dunlap Hall.

His shop speedily became a place of humming activity filled with projects of individual interest and of close correlation with the academic classrooms. Out of his shop and interests came most of the equipment of the Auditorium stage, the materials for the toy shop and the well oiled functioning of the stage crew.

In 1937 he was appointed Business Manager. In that capacity, he organized the lunch room, developed the buildings and grounds staff to a state of vigorous efficiency and directed the remodelling of Leicester Hall for dormitory purposes and of Eliot Hall for the use of the Middle School.

"Bolly" loved the School and made it his life. In the shop and in his capacity as financial adviser to student business officers he was an educator teaching many a boy and girl self-reliance in the solving of practical problems. He worked early and late at the School. On cold winter mornings he was on hand before daylight to see that walks were being cleared and fires properly handled. When there were night activities at the School, he remained on duty till the last person had gone.

As a person, "Bolly" was quiet, patient and pleasant of manner. Regardless of difficulties, he was slow to anger and never spoke a bitter word. He could work with a group of boys or men and get the best out of them. Though he liked his jokes, his were never jokes which hurt and when occasion demanded, he could be firm, as many an erring youngster can testify.

During the past year and a half, "Bolly" had not been well. He had looked forward for several years to the time when he could marry and have a home. This year, during the first week of July, he married Blanche McKnight of Grand Rapids, Michigan. It was not until the middle of August that she could leave her position and "Bolly" found it necessary to be on hand at the School during the summer months to supervise arrangements for the coming winter. Meanwhile, he worked hard at setting up the new home which he had bought in Winnetka. While engaged in this he suffered a heart attack from which he died on August 25th. "Bolly" lives in the memory of his associates who remember his friendly personality, his devoted work and his deep loyalty to the School.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VI November, 1943 Number 2

SIGNS OF THE TIMES

With the first month of the school year completed, we are better able to take stock of ourselves and set our course more clearly on our objectives for the year ahead.

The first and most striking improvement is, of course, the increased size of the School. Where we had feared we might have to combine classes in some of the younger grades, we now find ourselves having to seek additional teachers to help take care of the full class-rooms. There is a great increase, too, in the vigor and energy with which the pupils attack their work. The atmosphere seems charged with a far greater seriousness of purpose than ever before. Most of the children seem to have had the type of summer which gave them some opportunity of contributing to the war effort and many show signs of having had the satisfaction which comes from doing things for other people. Few spent the summer merely amusing themselves. The results are quite evident.

The standard of academic work is also higher. Many of our new pupils have been surprised to find that despite the quantity and high quality of regular school work our pupils turn out as a matter of course, our pupils still have plenty of time for constructive, extra-curricular activities. Some of the new students told me that they had decided to apply for admission to this School, because they had heard that we worked hard and thoroughly and they had sensed a relaxing of the standards elsewhere. In the first weeks, they had some difficulty adjusting to our higher standards, but now almost all of them seem to have been successful in this.

From a general survey of the communities of the country there seems to have been some relaxation of both scholastic and moral standards. This, of course, was anticipated, as a result of the war and the growth of the defense industries. These place a premium upon youth. Such a situation tends to exaggerate the value of the services of youth and certainly inflates the scale of wages those services command. Many of our high school boys earned large sums of money during the summer very easily and have brought tales of El Dorado back to the other lads. With many children in the nation's schools leaving to go into industries and finding that apparently one can earn high wages without the advantages of an education, it is not strange that youth becomes restless and standards are relaxed. School boards have been granting easy diplomas to students who have left their classes to enter the armed forces, to such an extent that a directive was sent out by our State Department of Education warning that such diplomas would no longer be honored.

In times like these, it is natural that those individuals who are forward looking and level-headed seek, more than ever, the advantages of those schools where standards are maintained. That is what seems to be happening throughout the country.

The parent can help greatly in the perplexities of such a situation. With the air charged with excitement and with many youngsters running wild, the older generation must do all in its power to hold things steady and to keep their children from the contagion of flaming youth which swept the nation after the last war. Already there are serious signs in evidence. The Federal Bureau of Investigation published in the daily papers of October 16th the startling fact that, in the field of

"delinquency of girls," there was an increase of 89% in "crimes against common decency" in the first six months of 1943 alone. This has been substantiated by warnings from our local police who tell us that they are having greatly increased difficulty with cases of this kind. The freedom and independence we have allowed our young adolescents, in normal times, are not safe when times are out of joint. Much closer supervision and control are needed in the after-school hours.

It is not enough merely to restrict and restrain—although the feel of a firm hand on the reins has prevented many a startled horse from becoming a runaway. We must provide legitimate and adequate outlets for the excited energies of the children. Supervision and control need not be repression and, with skillful parents, are not. The lack of transportation facilities forces families to seek recreation together and at home. For those who learn to take advantage of it, this opportunity has become a great benefit. The wide gap which seemed to open between young people and their parents is being closed in some families; yet in others, is gaping more widely than ever. Those parents who learn to work and play and sacrifice with their children are finding new and great satisfaction, in spite of the anxieties and anguish of the war.

It is in times like these, that the dependence of each of us upon the others becomes more obvious. For when one family, by its example and practice, holds its standards high, every other family is greatly aided. On the contrary, the relaxed standards of one family in a community will cause dissension and difficulty to spread like a wild fire throughout all families. We need not ask for whom the bell tolls - - - -.

The grade meetings of our Parents' Association offer excellent opportunities to work out solutions of just such difficult and important problems. The groups are small enough to allow intimate discussion, yet large enough to carry the weight of public opinion. We have found it unwise to try to vote or legislate; for each family must maintain its own standards. Yet, it is always clear by the end of a discussion what the standards of the group really are. A common problem shared is always easier to solve. The children have come to our school because our standards were high. This year is an excellent year to maintain and to improve them.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES

Monday, November 15—11:00 A.M.-12:15

Sunder Joshi, "America's Moral Role"

Dr. Sunder Joshi has a cosmopolitan background. His ancestors were Hindu priests; his environment was Moslem and his faith is Christian. His education has been tri-continental in scope. He received an A.B. degree from the University of Bombay and did graduate work at English and French universities. He took his Master's degree from Harvard University and the degree of Doctor of Philosophy from the University of Chicago. Since 1936, Dr. Joshi has been lecturing in Oriental Cultures at the University of Chicago. He is an exceptionally good speaker

Parents and friends of the School who had looked forward to hearing Jan Struther, will be glad to learn that her lecture (which was scheduled for October 18th, but did not take place) has been postponed until a later date. Due to illness, the author of "Mrs. Miniver" has been obliged to cancel all speaking engagements for the next few months. An exchange in dates with Clifton Utley was, therefore, made in the Educational Series program. "A Pocketful of Pebbles" by Jan Struther is now scheduled for *April 24, 1944.*

PARENTS' ASSOCIATION

Adviser to New Parents

At the September meeting of the Executive Committee of the Parents' Association it was decided to add to the Steering Committee a new member, to be known as "Adviser to New Parents".

Mrs. Calvin Selfridge will serve in this capacity. Her duty will be to help

and advise any new parent who wishes to work on one of the committees of the Parents' Association. The following constitute the committee list—Costume, Art Library, Library, Faculty Tea, House, Steering, Skating Rink, "Notes", Publicity, Office and Lunch Committees.

Several of these committees often have openings for new members at the beginning of the school year. The Office and Lunch Committees are two exceptions. It is essential that they start functioning the day school opens. Therefore, they must be organized and arranged for, previous to this date. The Lunch Committee, however, is always in need of substitutes who can serve luncheon on the days when the regular members of the committee are unable to be there. The Office Committee requires of its members a thorough knowledge of the school, as well as some special ability for the office work.

If you are a new or an "old" parent wishing to serve on a School committee, please get in touch with Mrs. Calvin Selfridge, Winnetka 495, either directly, or through your grade chairman.

Office Committee

Assignments.

It is one of the duties of the Office Committee to obtain assignments for students who are ill or absent from school. The committee asks, however, that assignments be requested by *10 A.M.* These will be available in the school office at *4:30 P.M.* In recognition of transportation difficulties, the office will be glad to mail assignments upon request. It should be understood that these mailed assignments will not, in all probability, reach the student before the following afternoon. Assignments should be asked for *each day,* unless some special arrangement is made with the faculty.

Lost and Found.

For the benefit of both parents and students, the Office Committee would like to call attention to its Lost and Found department. This is located in the office of Knollslea Hall. Here, are deposited all the stray articles picked up in the school buildings, or about the grounds. It is assumed that all lost articles have owners. Each summer, however, glasses, skates, football equipment, sweaters, ski pants, caps and many other things have to be cleared out of the Lost and Found because—in spite of the committee's efforts—no one has claimed them. So, when your child loses something, *please* send him—or come yourself—to the Lost and Found in the school office.

Art Library Committee

Reproductions of Twentieth Century French Art hanging in the Auditorium lobby and the lunch room, supplement the Chester Dale collection of paintings of the same period, now on exhibit at the Art Institute. A selection of Eighth Grade and High School paintings are on display in the Art Library.

The committee is grateful to parents for their donations of magazines which are being used for a clipping collection.

DEPARTMENTAL ACTIVITIES

Music Department

The A Cappella Singers will present a program of Madrigals, Motets and Part-songs at the monthly meeting of the Winnetka Music Club on *November 22nd.* They will also sing for the sailors at the hospital of Great Lakes Naval Training Station towards the end of the month.

Lessons in Piano, Violin, 'Cello, Voice, or Wind Instruments may be arranged for at school and pianos are available for practice. Mr. Swigart is now in the army and Mrs. Lavery is replacing him, for the duration, as teacher of Violin and assistant with the orchestra. Miss Estelle Swigart is available as teacher of 'Cello and Double Bass; Miss Manchester and Mr. Duff for piano lessons and Mr. Kraft for instruction in Wind Instruments.

Athletic Department

Football.

Only two more games remain to be played in the Varsity football schedule for this season. These are—

November 6th—Chicago Latin ..... There ..... 2 P.M.
November 13th—Francis Parker ..... Here ..... 10 A.M.

Hockey.

Because of transportation difficulties, the hockey games with the Girls' Latin School have been cancelled this year. All other games have been scheduled for the home field.

North Shore's final match will be played with Kemper Hall, on *November 5th, at 3:30 P.M.*

GRADE ACTIVITIES

Senior Kindergarten

At the request of the Winnetka British War Relief, the Senior Kindergarten recently composed a letter to accompany a gift of dried apples from their grade to the British children. The entire group took part in the writing of the letter. This began, "Dear English Children,"—contained explicit directions (for the mothers) concerning making apple sauce from dried apples—and ended with the enlightening information that North Shore Country Day School is "near a *great big* lake."

Second Grade

A Second Grade meeting will be held on Monday evening, November 15th, with Dr. and Mrs. John Favill, 686 Hill Road, Winnetka. Mrs. Harlan will speak informally, giving an outline of the year's work.

Twelfth Grade

The parents of the Twelfth Grade are invited to the home of the chairman, Mrs. Francis T. Wilson, 535 Cherry Street, Winnetka, on *Monday evening, November 22nd, at eight o'clock.* Perry Smith will speak on "Unity and Future Security in Group Standards."

A PEWTER PLATE AND A PRESSURE COOKER.

More than a year ago, an attractive pewter plate was left at the school. After months of oblivion, this has recently come to light, again. Will the owner please call for it at the office in Knollslea.

There is also in the school office a pressure cooker, overlooked and left there, at the time of the Harvest Festival. The owner is welcome to claim it at any time.

A Notice to the Lunch Committee Mothers

Due to the present shortage of help, it is *most important* that the mothers serving luncheon regularly at the school, be on hand in the lunch room on their appointed days. Several times recently, mothers have failed to appear when expected. On some occasions, they have notified the committee too late for a substitute to be procured. Once or twice, they have sent no word at all.

It is the privilege and responsibility of the Lunch Committee mothers to serve luncheon at the school. If you cannot be present on your scheduled day, *please*—when it is at all possible—notify your committee no later than the day before you are expected.

VAUDEVILLE

The annual vaudeville of the Student Government is now in preparation and will be held Friday, November 19th.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII December, 1943 Number 3

COLLEGE LIFE IN WAR TIME

My recent visit to Boston and Cambridge gave me an opportunity to observe rather closely the type of undergraduate life which has developed in our colleges under war time conditions. The changes brought about by the Draft laws, the Army and Navy war contracts for research and advanced personnel training, and by the draining off of a large proportion of the college faculties into government service have now been met and compensating readjustments made. The colleges have reached a state of war-time equilibrium and know about what to expect in the nature of sudden demands from the Army and Navy from now on. They are ready to meet these emergencies with a minimum amount of dislocation and disturbance.

The colleges no longer fear for their existence as they did last year. The adjustment to the needs of the Army and Navy has been made with astonishingly little friction and great understanding of each other's problems. The armed services have assigned the duty of working out the educational needs of its various branches to officers who seem to have had broad vision and far-sighted comprehension of the basic needs not only of the specialized services but also of young men and women in normal times. The results have been most fortunate both for the colleges and for the individuals concerned.

Moreover the problem of how to handle the civilian undergraduate body, has also been worked out well. This group, which has proven to be larger than was expected, consists of students below draft age, those who have been physically disqualified for military service, and certain specialists who are working on essential government projects. Much anxiety had been felt regarding the difficulty of maintaining morale among them, for it was feared that they would feel rejected and dejected when they found themselves at colleges where the great majority of the students were in uniform and assigned to military or naval units.

Actually the case has turned out to be quite the opposite. The courses required by the Army and Navy units such as V-12 (Navy) and A.S.T.P. (Army Specialized Training Program) are necessarily concerned with ground work and review. They are designed to give a solid foundation for future specialization, and to eliminate all those who do not learn readily. They undertake to cover a year's work in three months. They are, therefore, either too easy for those who have covered the work thoroughly before (as our graduates have) or too difficult for those who have never had the subject before, and who have never had to maintain high standards of efficient study, as seems to be the case with the majority of the candidates. This makes for a feeling of frustration and discouragement and greatly lowers morale. Many of this group are attempting to be returned to service in the regular military training units in camps in the hope of seeing active service more quickly and with the expectation of returning to college after the war is over, "to get the *real* college courses and the real college," as one young V-12 sailor explained it to me.

Of course the type of courses described above are given only during the first year of training, and then the men who are not eliminated will find themselves the

next year in very fascinating and exacting advance work; but now they definitely have the feeling that the war is moving ahead rapidly and that there is very little time if they want to see active service.

On the other hand, the civilian undergraduates, or the "regular" undergraduates, as some colleges are careful to call them, are able to choose their courses freely. Most of them know what they want to work toward and how to achieve these ends. They have the advantage of studying under the older and better known professors, who are now taking the places, in the Freshman courses, of the younger instructors who have gone to war. They have far more freedom of action than their regimented contemporaries and former school mates, whom they see marching back and forth to classes and to meals and who seem to regard themselves as being but little nearer to the real war than they. This is, of course, particularly true the first year, for each succeeding month many of this "regular" student group reaches draft age and has to join the marchers.

But the 4-F's who stay on, although their number is small, have most of them worked out some way of making a contribution to the war effort, through engineering, medicine, statistics, area-language specialization and the like, and are working valiantly toward that goal so that their situation seems to be a good one, too.

There is every indication that the Government expects to send a tremendous number of returned soldiers to college after the war. In fact, President Conant, of Harvard, stated that he believes that higher education will be dominated by these older students for at least a college generation. A bill now in preparation in Washington will provide for the expenditure of a billion dollars a year for that purpose, so certain are the authorities of the extent of the demand and the need to meet it. There seems to be little doubt that the bill will pass. It might even take the place of the soldier bonus bill of the last war, according to one political authority with whom I spoke.

It would seem that those of us were wrong who feared that our graduates who entered the armed services and saw active service would be conditioned against returning to college with freshmen after the war. The shoe seems now to be on the other foot; the freshmen who were too young to see service may well find themselves overwhelmed by the numbers of returned veterans carrying on their college courses at government expense, many of whom will have started their higher education in Army Specialist Schools abroad and in the field and who would otherwise never have thought of going to college. It means that our present pupils in High School must prepare themselves to face this situation and be ready to meet the competitive conditions it will create. This should help to furnish an added incentive for High School work.

I would like to add one other point, and that is that there seemed to be little doubt in the minds of the college deans that it was wiser for young men in the seventeen-year-old bracket to enter military or naval service through the regular draft, than to enlist in the various "Reserve" groups, which are sending the students to college at Government expense, but not in uniform, and not free to choose their courses. These lads are neither fish, flesh, nor fowl and consequently seem to be very much at loose ends. A more thorough grounding through an extra year in High School, or full college admission and even a brief year in college would seem to be a much better experience.

PERRY DUNLAP SMITH.

LIBRARY COMMITTEE

Attention, Parents!!

Has your daughter or son left "The Encyclopedia Americana" Volume 18, or "The Standard American Encyclopedia" Volume 5, in the High School library? If so, will you please call for it.

A "Century Dictionary and Cyclopedia" Volume 1, is missing from the library.

need only slight repairing, re-painting or cleaning will also be brought to school immediately after Thanksgiving for the purpose of planning what and when to repair and whether or not the help of the High School boys and girls will need to be enlisted.

On December 6th, the Third Grade, on December 7th, the Fifth Grade, and on December 8th, the Fourth Grade children, parents and faculty will meet in the respective classrooms in Walling Hall for a box supper at six o'clock and an hour of work together afterward in the shop and various rooms making toys, scrap books, bean bags, making and filling stockings, repairing books, and like activities. The children to whom the toys are to be sent—Spanish-American, Japanese-American in concentration camps and Kentucky mountain children—are all in real need of these things. There have already been offers from parents to help in packing and sending the gifts. The Fifth, Fourth and Third Grade children and all concerned eagerly hope for 100 per cent attendance by the fathers and mothers on the nights planned for the Toy Shop suppers. Some of the families are making plans to enable their children to earn money to bring for the purchase of materials and of small toys and candy with which to fill the stockings.

Middle School

The Middle School will start plans for Toy Shop immediately after Thanksgiving. The work will be carried on through Tuesday evening, December 14th, when a joint supper and final Toy Shop meeting will be held for all parents and students of the three Middle School grades.

This year perhaps some of the parents know of special places where articles made by the Middle School children may be used to particular advantage. Will anyone with such information please communicate with Mr. French.

ATHLETICS

Hockey

The annual Hockey Dinner will be held on *December 8th at 6:00 P.M.*

This year both the First and Second hockey teams were undefeated. The scores were as follows—

First Team

North Shore 6—Roycemore 0
North Shore 2—Milwaukee Downer 1
North Shore 2—Kemper 0

Second Team

North Shore 5—Roycemore 0
North Shore 4—Milwaukee Downer 1
North Shore 4—Kemper 2

Basketball

The following is the Basketball schedule for the season 1943-44. This schedule covers the Freshman-Sophomore games, as well as those to be played by the Varsity.

December 11th—Harvard	Here	2.00 P.M.
January 8th—Concordia	There	6:00 P.M.
January 11th—Luther	Here	4:15 P.M.
January 15th—University High	There	2:00 P.M.
January 21st—North Park	Here	4:00 P.M.
January 29th—Todd	There	2:45 P.M.
February 4th—Latin	Here	4:00 P.M.
February 8th—Chicago Christian	There	4:00 P.M.
February 11th—Francis Parker	Here	4:00 P.M.
February 19th—Wheaton	There	2:00 P.M.
February 21st—Milwaukee Country Day	There	2:30 P.M.
February 26th—Milwaukee Country Day	Here	2:00 P.M.

If anyone finds it, please return it to the school.

The Library Committee will welcome any Geographic Magazines of any year.

The Round Table

For the past two years, "Notes" has occasionally offered a column known as the Round Table to the parents of the school. This column has presented a medium of expression for timely subjects. The first contribution this year raises a question of interest. It is as follows—

As the mother of a High School girl I would like to make a suggestion concerning Christmas gift giving among the students of the school. Would it not be a patriotic gesture for all students of the school to omit exchanging presents for the duration? Merchandise is very limited and our government has urged us to put all we can spare into War Bonds and Stamps. I believe, if all students agreed not to exchange presents among themselves this year, they would feel they were doing something very constructive toward winning the war.

A High School Mother.

EDUCATIONAL SERIES

Monday, December 6—11:00 A.M. to 12:15

Wilfred Hansford Gallienne, "Answering for England".

Mr. Gallienne is His Britannic Majesty's consul general in Chicago. He has very kindly consented to talk at our school on a subject which is of vital interest to all of us. Proceeds from this lecture will be donated to United Nations Relief.

Monday, December 13—11:00 A.M. to 12:15

William L. Darden, "Alaska and the Highway".

William L. Darden has spent the past summer making photographs of the Alaskan Highway for the National Geographic Society. For eight years Mr. Darden has lived in Alaska as a naturalist, traveler and photographer. His colored motion pictures are said by the University of Washington to be the finest ever made of Alaska.

The Christmas Play 1943

This year the Christmas Play will be the "Duquesne Christmas Mystery." It was written by Thomas Wood Stevens for a municipal Christmas celebration at Duquesne, a Pennsylvania steel town. The play was intended to be acted in the open air with the entire audience participating at the end. It was chosen for this year because it is a modern expression in brief Biblical language of the story that has united in hope the men of good will through the war and peace of many centuries.

The play is presented by the Ninth Grade, with the assistance of the Art, Music and Shop Departments of the Upper School. As the items on the program will indicate, all parts of the school share in this closing exercise of Christmas song and pageant.

The music of the play,sung by a mixed choir of students from the upper grades of the High School, will be:

Gloria	Traditional
Lo, a Voice to Heaven Sounding	Bortniansky
Shepherds' Farewell to the Holy Family	Berlios
Cherubim Song	Tschaikowsky
Dresden Amen	Traditional

TOY SHOP

Lower School

Christmas Sharing. The children in the Lower School, from Junior Kindergarten through Fifth Grade, are looking over their toys with the idea of sharing them with those who have none. Each child will choose one toy, precious to him, the giving of which will be a real sacrifice but will enrich his spirit with the satisfaction of knowing he has given of his best for the pleasure of another. Toys which

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VI | January, 1944 | Number 4

CHRISTMAS LETTERS—1943

Our third Christmas in the war finds almost every American family with at least one member away in the service and unable to return home even for the day. Our hearts reach out to these absent ones many of whom are so far away and enduring such hardships that they will hardly have time to note the passage of the day.

Fortunately more of them are nearer home in training camps and military stations in this country. They, too, find it hard to believe that Christmas is going on at home in the same spirit they used to know. They find themselves under different and impersonal conditions with a routine that hardly allows any change, even for Christmas Day.

At such a time letters mean more than ever before. I have been very fortunate in receiving many from graduates of the School. I would like to share parts of some of these with the whole Parent Group. Although much of the content is personal, much is also so universal in its feeling and so fundamental in its nature as to concern every parent who has a son or daughter in the war.

A year ago many of us were fearful that military service would unfit our boys for further higher education after the war. The letters which I receive all indicate that this will not be the case. The younger men, those who were drafted at eighteen last year, all seem to be assigned to more school work than they want at this time. They fear they will never reach the stage of active service. The older lads, however, those who have been in the service a year or more, feel differently. Here is an extract from a letter just received from a 2nd Lieutenant in the Tank Destroyer Corps who left college to enlist before he had completed his freshman year:

"It was a little over a year ago that I enlisted. As I look back on it now, I can truthfully say that I do not regret what I have done. When the war is over I am determined to go back to college and continue with my formal education. I have asked myself many times if it was wise to join the Army before it was necessary. It is true that at the time I cut short my education, but there has been much education in the Army that I could never have obtained in college. Here I came face to face with a lot of situations I had been shielded from before and I believe this has filled in some spots in my education that were previously empty. In all of this experience, however, the one dominant fact that impresses me more each day is that I must go back to college and take up my education again some day. In our military life we haven't much time for cultural diversions and I, for one, do miss them; but I think many of us have had more of a chance here to think and plan and look ahead and give serious realistic thought to the future when we will stand on our own feet as mature men."

Then, after discussing the hope that he may have a chance to take courses in European universities when he is on duty abroad, he says, "I try to think and plan so that the eventual transition into civilian life will have some pattern. As I learn more, I realize how very little I do know, consequently I get a burning desire to gain more knowledge; but the opportunities offered for this in the Army must necessarily tone one's ambitions down a bit.

"In the near future we are certainly going to have a tremendous job on our hands. I doubt if many people realize just how tough it is going to be."

Many youngsters have been thinking similar thoughts in the long night watches at sea, or on out-post duty on land. They are working their way through to a maturity which will be hard for us parents to match when they return to us.

Apropos of our fear that the finer and cultural aspects of education will be lost through the Army's necessary emphasis on specialized training, here is what a graduate of our last year's Senior class, now an Aviation Cadet, says:

"I read in the 'Purp' that there is some question about giving an opera. As an alumnus, I'd like to say 'Do it!' I wouldn't trade my work in the operas for anything. Also, I am glad to hear that the students are doing the Janitor work. It is good pre-Army experience; the more they can learn about coöperative living the better."

The Lieutenant quoted above also says, "Probably my most memorable experiences at North Shore were the singing at Christmas, the Operas and plays and the class stunts. We all worked together and had a wonderful time which I shall never forget. We can be grateful to Mr. Duff for the appreciation of music which he left with us. It is something which never dies within us.

"At the Christmas season, I always think of North Shore. The spirit, the singing ,and the work we all did seemed to make it a memorable season. As my second Christmas in the Army approaches, it is hard to believe that it is the same season which was such a spiritual and animated one at North Shore. Quite by accident, I heard some Christmas singing over the radio the other night. In the Army all seasons and moods seem to fade into a monotonous drab existence. The privilege of celebrating a joyous Merry Christmas is a great one indeed, and though in the service we may be too preoccupied with the training program to have time to realize that the Christmas season has come, surely our diligence now may enable more of us to enjoy a free and peaceful Christmas at some future date."

As one reads such letters, he is conscious of the great spiritual depths which these young men have sounded. They are an example and an inspiration to us all. And not the young men only. The girls, too, are contributing more than their share of courage and vision. Let me quote from a letter I received from a recent graduate whose fiancé was killed in action only a few weeks before. She says, speaking of her faith, "...it is just about the one thing which can compensate in any way for the seeming futility of life when someone you love so deeply is taken. And because of this feeling I begin to realize why I must and will always try to make this country the happy, free place that he and the many others like him wanted it to be."

What better New Year's resolve can we make than to strive to be worthy of children like these and to help them to bring into being the new world for which they have sacrificed so much.

PERRY DUNLAP SMITH

COMPARATIVE FINANCIAL STATEMENTS

SCHOOL YEARS ENDED JUNE 30, 1943 AND JUNE 30, 1942

BALANCE SHEETS

ASSETS

	June 30, 1943	June 30, 1942
CURRENT ASSETS:		
Cash	$ 11,047.34	$ 7,173.53
Other current assets	4,564.54	3,242.66
	$ 15,611.88	$ 10,416.19
OTHER ASSETS:		
Prepaid expenses		3,612.99
Real estate, buildings and equipment (1)	847,090.89	814,229.92
	$862,702.77	$828,259.10

LIABILITIES

CURRENT LIABILITIES:		
Accounts payable, accrued interest, etc.	$ 8,519.80	$ 4,912.68
Deferred income	12,488.90	7,732.05
	$ 21.008.70	$ 12,644.73
OTHER LIABILITIES, ETC.:		
Reserves for renewals and repairs	55,997.07	55,997.07
First mortgage, 5%	160,000.00	165.000.00
Note payable to Foundation	16,500.00	14,200.00
6% debentures	86,000.00	86,000.00
Non-interest-bearing debentures	122,500.00	127,300.00
Surplus (2)	400,697.00	367,117.30
	$862,702.77	$828,259.10

INCOME ACCOUNTS

	School Year Ended— June 30, 1943	June 30, 1942
INCOME:		
Net tuition income	$122,940.91	$129,301.49
Foundation scholarship contribution	750.00	
Other scholarship contributions	3,850.00	3,525.00
Miscellaneous income	3,694.03	5,344.63
	$131,234.94	$138,171.12
EXPENSE		
Faculty and administrative salaries	$ 85,243.69	$ 94,411.48
Teachers' annuities and insurance	3,283.48	3,948.81
Other expenses	23,660.03	21,360.28
Maintenance, repairs and renewals	5,214.51	6,647.76
Interest on mortgage, debentures, etc.	13,686.11	13,622.54
	$131,087.82	$139,990.87
NET PROFIT OR LOSS* (3)	$ 147.12	*$ 1,819.75

(1) During 1943 the book value of equipment was increased by $32,860.97 to reflect the estimated present value of furniture and other equipment actually owned by the School. This amount was credited to surplus.

(2) Includes $311,056.84 of gifts of which $2,700.00 was contributed in the current year. The entire surplus is invested in real estate, buildings and equipment.

(3) The School paid $5,000 on the principal of its First Mortgage in each of these two fiscal years. These amounts are not included as expenses in the above statements.

EDUCATIONAL SERIES

Monday, January 10, 1944—11:00 A.M. to 12:15

Hope Summers, "Re-creation of a Popular Play".

Hope Summers is a graduate of Northwestern University School of Speech. She was the founder of Evanston's Guild Theater and the star of its productions. Miss Summers will discuss a few of her interesting experiences in radio and the better known radio personalities as she has known them in her work. She will then read a current Broadway play.

This year, under the auspices of the Educational Series, several parents have very generously agreed to talk, at the request of the School, on subjects of particular interest to themselves and to the students. On *Monday, January 17th,* Mr. J. Williams Macy will speak on "Fishing and Hunting".

The Alumni Bulletin

Material for the Winter issue of the Alumni Bulletin is now being compiled. Cards have recently been sent out to all alumni, asking for information concerning their present whereabouts and activities. Parents of alumni are urged to forward these cards *immediately* to their sons and daughters in service, or away from home, so that the latest news of them may be included in the next Alumni Bulletin. In cases where alumni are overseas, the Bulletin editor would greatly appreciate all available information which the parents can supply.

Alumni Association dues are now payable and should be sent to Miss Jean Wolcott, 932 Euclid Avenue, Winnetka.

MIDDLE SCHOOL MEETING

The Middle School grades (Sixth, Seventh and Eighth) will hold a joint meeting on *Monday evening, January 10th, at eight o'clock,* at the home of Mr. and Mrs. Denison B. Hull, 115 DeWindt Road, Winnetka. Mr. Smith will speak on "Juvenile and Parental Delinquency".

HIGH SCHOOL EXAMINATIONS

High School examinations will be held on January 24th, 25th and 26th.

For the benefit of parents who were unable to attend the annual fall meeting of the School, a summary financial statement and income account covering the fiscal years ending June 30, 1942 and June 30, 1943, are herewith presented.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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EDUCATION FOR PEACE

As the events of the world war successively increase in significance and intensity, it becomes more certain that a decisive military victory for the United Nations is steadily approaching. To prepare to win the peace after we have won the war is an imminent objective. That may well prove to be a difficult task if we have not prepared for it.

In contrast to the situation during the last war, one now encounters on all sides discussions and conferences, the formation of commissions and committees, solely concerned with the problems of peace and the development of machinery to make that peace just and lasting.

In 1919, little attention was given to the problems of post-war education. Now it seems to be one of the major concerns of the planners. One reason the peace structure devised at Versailles failed was because it imposed democratic forms of government on peoples who had had no experience or understanding of those forms and had received no education in the ideals and principles of democratic disciplines. The schools of those countries were left to continue the type of education they had formerly known which had tended to produce persons conditioned and suited to autocratic forms of government. No fundamental changes of educational principles or methods were provided to develop citizens alive to the responsibilities and eager to participate in the activities and sacrifices which are the privilege and obligation of democratic living. It is small wonder that failure followed accompanied by frustration and despair leaving the people an easy prey to the bombastic panaceas of the dictators.

This time we hope to do better. We are laying carefully organized plans for the re-education both of the conuqered and the occupied countries. But what about the re-education of America—is no change needed here to help us find our place in the brave new world we hope to create?

Judging from our former behavior, we have much to avoid. We failed in 1919 to grasp the significance of the great changes that war had brought about. We failed to grasp, for the most part, the true significance of the war we had won. We talked of returning to "normalcy". We turned our backs on the responsibilities of leadership thrust upon us by our achievements. We were sorely in need of re-education then. I suspect we need it no less now if we are to understand the forces of social revolution which have brought about these two world wars.

In America, characteristically, we clung for years to ideals as the corner stone of our political structure. Just as steadfastly we refused to put them to the test of practice in our daily lives. We have always been deeply idealistic and at the same time hardheadedly realistic. Our schools were no exception. We admired the thoroughness and efficiency of the German system and eagerly copied it although

it was designed to produce the military, autocratic and obedient subjects of the Kaiser. It is no wonder that we became confused in our ideas. We were conditioning our youth in the practice of autocracy while teaching them the theory of democracy. Fortunately, the students saw that school life was very different from the real life with which they were in contact. In athletic sports and games, they had ample opportunity to practice coöperative effort and to recognize true merit and leadership which are the essence of democratic living. In the imparting of book knowledge these schools were fairly efficient (if one did not count the lost) but the attitudes of democracy were derived far more from the playing fields than from the class rooms.

Today we are greatly improved—all good schools allow the students to practice democratic living in the class room and in daily life. They recognize the right of each individual to his own personality and independence. At the same time, they teach the individual to accept his responsibility to the group and to the community of which he is a valid part. As Jacques Maritain has put it, "Man finds himself by subordinating himself to the group, while the group attains its good only by serving man." This is a great step forward. The unit of education has shifted from the "subject" or "course" to the whole personality. This inner security in each man's soul, this ability to direct and sustain himself either as a part of a larger unit or by himself alone in a fox hole, has paid large dividends on the battle fronts.

We must review our educational philosophy and thinking to meet the changes and demands that will come with the peace. We can no longer hope to practice democracy half-heartedly. We will have to face the fact that freedom and democracy cannot be received as gifts alone, but must be earned and deserved by each succeeding generation. Students must have practice in democratic living and in accepting community responsibility. They must have convictions as well as ideas and ideals. They must learn to look beyond our own borders and feel themselves members of a world citizenship. "We must give them the vision and tools," as Professor Kotschnig of Smith says, "for creating a better order." They must understand their place in the scheme of things and realize not only their independence but their inter-dependence with the peoples of all other lands. Just as we rapidly awoke to the need of making children air-minded to live in the world of today, now we must awake to the importance of making them world-minded. Above all, they must have restored to them a firm faith in the brotherhood of man and the fatherhood of God.

In all of this it is obvious that the home and the school are equally interdependent. They need each other as never before. The attitudes and convictions of the child first come to him from his parents. If we are to present a united front we must help each other to think through the multitude of problems which face us and together, try to prepare ourselves and our children for the work which lies ahead. If the idealism which our forefathers felt so keenly can have a rebirth in our children, we can count on their native Yankee ingenuity and energy to put it into practical use. Then we may build a peace which will be founded, not on pacts and treaties backed by force, but on trust, respect and fair play within the family of nations and faith in a Power greater than ourselves.

PERRY DUNLAP SMITH

Twelfth Grade

During February a dinner meeting will be held for parents and students of the Twelfth Grade. An outside speaker will address the group. The exact date of this meeting is as yet uncertain. When arrangements are complete, however, cards of notification will be sent to Twelfth Grade members.

Photographs for Sale

A group of unusually attractive photographs was taken of the school carol-singers on Christmas Eve. These are on view at the school office, and orders may be placed by parents of alumni or present students, up to February 15th. The cost is 75c per print, payable in advance.

THE LOWER SCHOOL

Every Tuesday morning at 10:55, the Lower School has its own Morning Exercise in the Music Room of Walling Hall. The Kindergarten affectionately calls it "Little Morning Ex".

The exercises are conducted by the Fifth Grade children who find out in advance from each class the possibilities of interesting contributions by the various members. These exercises are a natural preparation for an eventual participation in "Big Morning Ex". Through them the children gain poise, a feeling for organization, fearlessness and a joy in sharing with the whole school things which are of vital interest to them.

Perhaps the Junior Kindergarten will show the pictures they have crayoned, or the Senior Kindergarten the yarn dolls made in their class room. The First Graders may tell of the rug they have woven, or the Second Graders play their band instruments. While a reading of favorite poems, a story dramatization and an account of vacation adventures may make up respectively the subject matter for the Third, Fourth and Fifth Grade morning exerises. A popular feature of Morning Ex is group singing.

Children and faculty are always happy to see parents at these morning exercises. They are glad, too, to share with them the interesting experiences of their school life.

The Skating Rink

When it seemed impossible to find the labor for flooding the skating rink our Business Manager refused to accept defeat and appointed himself chief ice-maker. Nature has not been helpful at all times and the ice is not always in good condition. But the children seem to love it,—smooth, rough or half melted. Their joy in having a rink is ample pay for the laborious work involved.

Play groups are so spaced that the ice is not over crowded and careful supervision during school hours is provided. Accidents may occur, of course, but the teaching staff does its best to help in preventing them. After *four o'clock* in the afternoon, however, supervision *cannot* be provided. And on cold days, flooding may start at that hour. Therefore, parents of the Lower School are asked to instruct their children to leave the ice and the school grounds *by four o'clock*. Co-operation on this point from the parents of these younger children will be very much appreciated.

SPRING VACATION

Already, inquiries are being made in regard to spring vacation. This will be held from March 30th to April 9th, inclusive.

High School semester reports will be sent out during February.

SOME IMPORTANT DATES ON THE SCHOOL CALENDAR

February 7th—11:00 A.M. to 12:15—Educational Series

Mbonu Ojike, "Africa Will Be at the Peace Table".

Mbonu Ojike was born in a Nigerian village, the son of an influential local chief. After attending the mission school, Mr. Ojike entered Oxford College. Recently he received his B.A. from Ohio State University and is now a graduate student at the University of Chicago, where he is working in the fields of Education and Administration. He is a fluent speaker with an excellent English vocabulary. He is young and enthusiastic about his country and its future.

February 11th—Valentine Party

At the Valentine Party this year, the usual, gay paper hats and festive favors will be replaced by puzzles, little toys and scrap books. Made by the children of the Lower School, these will be sent as gifts to the children's wards of Michael Reese Memorial Hospital in Chicago. In order that the gifts may reach the hospital in ample time for Valentine's Day, our School Valentine Party will be held on the preceding Friday—*February 11th.*

February 14th

The "morning ex" on February 14th will be devoted to the commemoration of Lincoln's birthday.

February 19th-22nd—Washington's Birthday Holiday

There will be vacation, February 19-22 inclusive.

OUR NEW FACULTY MEMBER

The School has been most fortunate in having found Dr. Fritz Neumann to take the History classes during Mr. Corkran's temporary absence. Dr. Neumann has just obtained a leave of absence from Evansville College in Indiana, where, since 1938, he has been Assistant Professor of German and French. Dr. Neumann knows us and our methods well. In 1937 he worked in the School under Mrs. Green and received his Master's Degree in Education at the Graduate Teachers' College of Winnetka.

A native of Hamburg, Dr. Neumann studied at the universities of Kiel, Jena and Hamburg, receiving his doctor's degree from the latter in 1920. Under the Weimar Republic he was a leader in building a new educational philosophy suited to the needs of the new democratic German Republic. He was very active in helping to bring about a cultural understanding between France and Germany —particularly, in organizing trips for German students in France and in welcoming French students to Germany. He was a Professor of French at that time.

After Hitler's rise to power Dr. Neumann was forbidden to teach or to continue any kind of educational activity whatever. He was forced to leave Germany and then taught in England at Dartington Hall,—later, in France and Italy. Dr. Neumann's coming to the School makes it possible for him to return to his major field of studies,—History.

GRADE MEETINGS

Lower School

Mr. Smith will talk to the Parents of the Lower School at two group meetings.

On Wednesday evening, February 23rd, at 8:00 o'clock, he will speak on "Training and Discipline in War and Peace" to the parents of the Junior Kindergarten, Senior Kindergarten, 1st Grade and 2nd Grade, at the Carleton Blunts', 30 Indian Hill Road.

He is talking to the 3rd, 4th and 5th Grade Parents on January 31st, at the Clark J. Lawrences' home, his title being "The Disciplines of Peace".

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VI March, 1944 Number 6

NOTES ON EASTERN CONFERENCES

Having just returned from the annual conference of the Headmasters' Association in New York and a meeting of Governor Saltonstall's Committee to Visit Harvard College, I should like to report briefly to our Parents' Association on the trends and changes which seem to be taking place in the colleges and schools of the Atlantic seaboard.

The most explosive fact, of course, is the virtual abandonment by the Army of its college training program and the return to combat units of all the young men who had been assigned to colleges, after passing exhaustive screening tests, to continue their education on the college level in order to form a great pool of educated and highly trained students from whom officers and specialists, doctors and engineers could be drawn in the future.

This drastic change in the Army's policy came without any warning to those in charge of the college program. Whether or not the Navy will follow suit, no one can say. Since the Navy's problem is quite different from the Army's, in that the type of training needed by officers who are to command ships is far broader and less confined to a specialty than in the case of Army officers, there is a good chance that their college training program will not be so drastically curtailed. There seems to be evidence that both services have reached the saturation point in the matter of younger officers, except in the case of the Air Corps.

The colleges seem to be very much interested in the problem of adjustment of the men sent to them by the Army and Navy who have not met the peace-time requirements for admission. In most colleges the report seems to be that the majority of the men sent up by the Services are below the average of ability and preparation of the peace-time entering classes. This is particularly true of the students coming from the public high schools where vocational courses have been substituted for academic work. Some states, such as New Jersey, have allowed standards in their high schools to slump badly since we entered the war. Some have even gone so far as to require the high school authorities to issue the regular four year diploma to any student who had completed three years of work at the time of entering the armed forces. This seems to have had a very deteriorating effect on the value of the high school diploma so that it no longer carries much prestige. The certificate which impresses military authorities most, still seems to be the certificate of admission to a reputable college. This also has the advantage of making certain quick entrance to the college after the war, when the Government is expecting to pay the expenses for the higher education of all returning members of the armed forces, including the women's auxiliaries, and the merchant marine.

One interesting aspect of the colleges' problem is the fact that under the Navy V-12 a considerable number of men have been sent to college directly from the Fleet. Many of these have not had the formal academic training, or met the entrance units normally considered necessary in order to benefit by college courses. In spite of this fact, most of these men have done as well if not better than the men who were more formally prepared. This is giving the college deans of admission much food for thought.

The battle of vocational *vs.* liberal arts courses is continuing vigorously in the colleges. Almost all the institutions of higher learning have set up committees and commissions to study the post war situation and the changes that are bound to take place. Harvard has appropriated $60,000 a year for the use of its committee and is making a very careful study of the whole field both on the secondary school and college level. The feeling seems to be growing steadily that the problem of the high school is very much a part of the problem of the college. In fact, Dean Buck of Harvard declared that from the educational point of view in America this decade would probably be known as "the Decade of the High School." England's new Educational Bill, setting up three distinct types of public schools, the "Technical," the "Modern" (for those who do not intend to go to college), and the "Grammar School" (for those who do) is very interesting to our educational planners. In contrast, is our system of combining each of these types of teaching all in one high school—which must be "all things to all people"—in an attempt to avoid social distinctions. The enthusiasm of the members of the British Labor Party for the contributions of the great English endowed schools like Rugby, Harrow and Eaton and their vigorous defense of them in Parliament have been most significant.

The American preparatory schools seem to be flourishing as far as numbers go. They are taking themselves more seriously than ever and are far more aware of their common interest with the problems of the great public high schools. I returned to Winnetka feeling confident that our American schools, both public and private, are facing the present crisis squarely and together, in a most gratifying manner and are receiving understanding and help from the great Universities in a hitherto, unheard-of degree.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES

March 6th—11:00 A.M. to 12:15

John Jacob Niles, Singer of American Folk Music.

John Jacob Niles is a native-born Kentuckian, having lived and worked most of his life in communities where American balladry is sung. His programs are made up exclusively of the songs he has recorded and arranged himself. He sings the folk music of the Southern Appalachians as the people who taught him these songs sing them. Mr. Niles uses the dulcimer for his accompaniments as it is still used in the mountains today. His program will include ballads, lullabies, nursery rhymes, carols and Negro spirituals.

THE HEADMASTERS' ASSOCIATION

At the recent meeting of the Headmasters' Association of America held in Rye, New York, Mr. Perry Dunlap Smith was elected its president.

This association, now over fifty years old, consists of one hundred headmasters and school principals chosen from all over the United States for having made some significant contribution to education on the Secondary School level.

Originally, the group consisted of the heads of twenty private, preparatory schools located in and around the city of Boston. They met, once a year, to discuss their common problems and to draw inspirition from contact and fellowship with colleagues who were dedicated to the task of the education and guidance of young people.

Today, the group consists of the heads of schools of all types—public, private, military, church, day, boarding, country day, progressive, orthodox and non-sectarian—from all sections of the country. The requirement for membership is that each member must be the head of an outstanding school of its type and must be actively and personally in touch with his pupils. No mere "administrators" are adimtted, the personal touch is required. The meetings are open and exceedingly frank in discussion. No holds are barred, no reporters are admitted. No notes are ever published, no resolutions are ever passed.

Mr. Smith was elected to membership in the Headmasters' Association in 1927. He served on the executive committee for three years (1933-36) and is now president for the year 1944-45.

The Opera

This year's opera, "Patience, or Bunthorne's Bride" by Gilbert and Sullivan, will be presented in the Auditorium on Thursday afternoon, March 16th and on Friday and Saturday evenings, March 17th and 18th.

From the forty-five boys and girls who tried out for solo parts, two complete casts have been assembled, enabling twenty students to enjoy the experience of playing a principal part.

The orchestra will consist of members of the school orchestra, assisted by several professional musicians, most of whom are associated with the school. The scenery, designed with the assistance of the Art Department, is built by students; the financial arrangements are in the hands of a student committee which is responsible to the business manager of the school. The costumes are made and kept in condition by a committee of parents. The production as a whole, though primarily the responsibility of the Music Department, involves the co-operation of the entire student body of the High School, and also of the Drama, Shop, Art and Physical Education Departments.

"Patience" is a satire on the Pre-Raphaelite movement which pervaded London in the eighties. The character of Bunthorne is a composite of Oscar Wilde, Swinburne and Whistler. The chorus of Dragoon Guards in their magnificent uniforms, provides a fine contrast to the poets, Bunthorne and Grosvenor, and their admirers, the chorus of rapturous maidens.

ART LIBRARY COMMITTEE

The Art Library is extremely fortunate in receiving Mrs. Jeffris' gift of six delightful colorprints of West Indian landscapes by Winslow Homer, and a loan from Miss Bacon of an oil by Mr. Webster, as well as two of her own compositions.

Since the beginning of December we have exhibited three sets of pictures: 1) Madonnas at Christmas. 2) World War II posters. These effective posters were sent to us from the Government Printing Office and will remain a permanent part of our poster collection. As the Government has discontinued its mail-

ing list we shall have to depend on friends to help us secure additional posters of World Wars I and II. 3) Forty pictures and two murals painted by Negro children in the Chicago Public Schools. The pictures, kindly lent us by Miss Robertson of the Art Bureau, are so colorful, humorous, original and full of excellent designs that they are proving a stimulus to our students.

The following books are missing from our shelves. Can anyone help us find them? *A Treasury of Art Masterpieces* and *Men of Art,* both by Thomas Craven; *Mammals and Birds* from the Encyclopaedia Britannica; *Principles of Greek Art* by Percy Gardner; *History of Italian Painting* by Frank Mather, Jr.; *The American Spirit in Art* (*"The Pageant of America"*) by Mathey, Morey, Henderson; *Works* by Michelangelo and *Little Fowers of St. Francis* by Okey (Trans.).

On January 31st the Committee entertained the five librarians of the Winnetka Public Library. They were very appreciative of our books and pictures and gave many valuable suggestions for cataloguing, upkeep and exhibition.

SKATING RINK COMMITTEE

The Skating Rink Committee wishes to thank the parents who contributed to the cost of building a skating pond this year, for their generous response to the request for money. We have worked valiantly in trying to provide a pond this year. We have been unable to find anyone who was willing to supply the labor for flooding the pond in the afternoons and evenings. Mr. Livermore rose to the occasion and spent many hours flooding what we hoped to be a good foundation on which to build a rink. Then Nature stepped in and produced a January thaw. This was followed by a blizzard which seems to have eliminated all chances of providing a skating rink this year on the School grounds. We are, therefore, returning all cash received to the donors, with our grateful thanks, and we will, of course, disregard the pledges which were sent to us. We hope that next year we may have better luck in this undertaking and are glad the children had a few weeks of fun on the little pond which Mr. Livermore was able to build.

MRS. JOHN FAVILL, *Skating Chairman*

TWELFTH GRADE SUPPER PARTY

The members of the Twelfth Grade with their parents will gather on Sunday, March 5th, at the home of Mr. and Mrs. Elmer Dick, 1070 Westmoor Road, Winnetka. At five o'clock Senator Vojta Benes, General Superintendent of Education in Czecho-Slovakia and brother of the former president, will speak. His subject will be "My Opinion About Russia". This will be followed by an informal discussion period and supper.

We are very fortunate to have Mr. Benes with us. He is on Redpath and in great demand. He was kind enough to change a lecture engagement at a University in order to be with us at this time.

Fifth Grade Meeting

A Fifth Grade meeting will be held on Monday, March 27th, at eight o'clock at the home of Mr. and Mrs. Locke Murray, 660 Elder Lane, Winnetka.

High School examinations will be held on March 27th, 28th and 29th.

Spring vacation will be held from March 30th to April 9th inclusive.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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SUPERVISED STUDY AT HOME

It has been said that the great advantage of the "Country Day School Plan" is that it allows the student to have the advantages of a good boarding school and also the advantages of a good home, at the very time when he most needs the steadying influence of the family. This is true, but only if both the home and the school are careful to see that the student is given the advantages of both and not the disadvantages.

The school can see that the student experiences a vigorous sports program, a high standard of academic achievement and a succession of social and cultural activities which create an esprit de corps just as strong as is found in the best boarding schools. The home has the duty of seeing to it that the student has the physical conditions and supervision for evening study which are equal to those supplied by the best boarding schools.

These conditions seem to be rather simple. First, an adequate *place* to study, *free* from distractions. Second, a regular *time* to study provided and adhered to regularly every week day night and for one night on the week end. Third, supervisions of study sufficient to protect the student from all interruptions and to insure the enforcement of study hall and dormitory regulations such as are found at the best boarding schools; to wit, no communication during the study hour, no interruptions and at the end of the period prompt retirement to bed after a brief period of relaxation. The bed time should be definite and adhered to regularly. At most boarding schools it seems to be 9:30 to 10:00 for freshmen, 10:00 to 10:30 for all others, with some exceptions permitted to seniors on special occasions and for good reasons.

There should, of course, be no telephoning allowed during study hours and no radio, any more than at boarding school.

Most boarding schools have an evening schedule approximately as follows: study from 7:30 to 8:30, then a five-minute recess; a second study hour from 8:35 to 9:35; then a free period until 10:00 to get ready for bed, with lights out at 10:15.

I have found that the majority of our homes have a similar schedule, adapted, of course, to the special circumstances of each home. The important fact is that a definite and regular schedule is set up and is maintained. Regularity is a great help in the forming of sound study habits.

Many parents fail to realize how much they undermine the formation of effective study habits by allowing interruptions during study hours by either phone calls or questioning. The usual excuse of the student is that he "doesn't have the correct assignment" or "doesn't understand the lesson," etc., and hence appeals for help. This appeal is, of course, very potent. Few of us are strong-minded enough to resist it. Yet what would happen if the child were at a boarding school? He would be unable to ask any questions until the recess or the end of the hour. He would therefore either work out his difficulty himself or study something else until the end of the hour. If he forgot to copy down the assignment in class and was not allowed to telephone and interrupt some classmate's work, he would be more apt to remember to take it more carefully next time.

In all of this, of course, it is clear that the more unanimity there is among the homes the easier it will be for each family. On the other hand, each family must establish and enforce its own rules. No two situations are exactly alike and a student tends to lose respect for methods which rely upon the decisions of others outside the family.

The same thing is true with respect to the control of children's recreations over the weekends. Midnight seems to be the rule for arriving home after parties or movies except on very special occasions. Those parents who make very clear to the boy, who is taking their daughter out on a date, the exact time she must be brought home, do a real favor to both the young people by saving them the embarrassment of having to say they want to go home. They also do a great service to the parents of the boy.

There is a tendency to allow too much informality and lack of good manners among our young people today, which even they are beginning to resent. No host or hostess loses the respect of his guests by being politely firm about such matters, or by keeping the party under control. We can share in the good times of young people far more than we do, without interfering with their enjoyment. In fact, we often add to it if we are understanding and tactful. I have heard many children boast of their parents' ability to keep things well under control in the home, but I have never heard one boast of an indulgent parent.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES

April 17th—11:00 A.M. to 12:15

Clifton Utley

At his own request, Clifton Utley is returning to the School on April 17th. Due to an attack of laryngitis and his consequent difficulty in speaking last October, Mr. Utley feels that his first lecture was not as adequate as he had hoped it would be. He is therefore giving parents, students and friends of the School the privilege of hearing him a second time.

There will be no additional charge for this lecture, to holders of season tickets for the Educational Series.

April 24th—11:00 A.M. to 12:15

Jan Struther (Mrs. Miniver), "A Pocketful of Pebbles".

Born in London, Jan Struther attended private day schools for her early education. Her first writings were published when she was fifteen—short sketches in the *Westminster Gazette.* She later became a contributor to many papers, including *The Spectator, London Mercury* and *Punch.* She has published two books of serious verse, "Betsinda Dances" and "The Glass Blower" —also one book of essays "Try Anything Twice". Miss Struther became the only woman on the editorial staff of the *London Times* and while there she wrote the series of stories which later became the volume "Mrs. Miniver".

She was married in 1923 to a young Scotsman, Anthony Maxtone-Graham. Since the outbreak of the War, he has been a member of the Scots Guards and was recently captured by the Germans in Libya. Jan Struther has three children aged 11, 14 and 18. The two younger are living with her in the United States. Her oldest son has been a member of the Home Guard in England and not long ago joined the same regiment as his father.

Debenture Plan

The Trustees recently mailed to all parents a letter outlining a plan addressed to the elimination of the present debenture purchase requirement. The Board is sincerely desirous of securing as complete an expression of parent opinion as possible, in order to guide its action.

A reply card to indicate your preference was enclosed in the letter. Prompt co-operation on the part of all parents would be greatly appreciated. If you have not replied will you do so as soon as possible? If you failed to receive the letter the school office will supply a copy. If any details of the plan are not clear, any member of the Board will be glad to furnish further information.

PARENTS' ASSOCIATION

Adviser to New Parents

At a meeting of the Executive Committee of the Parents' Association last September, a new member known as "Adviser to New Parents" was added to the Steering Committee.

Mrs. Calvin Selfridge is serving in this capacity. It is her duty to help and advise any parent wishing to work on one of the committees of the Parents' Association. The following constitute the committee list—Costume, Art Library, Library, Faculty Teas, House, Steering, Skating Rink, Publicity, "Notes," Office and Lunch Committees.

The organization of most of next year's committees will begin this spring. Therefore, any parent who wishes to serve on a school committee, should get in touch with Mrs. Calvin Selfridge (Winnetka 495) either directly, or through her grade chairman.

Library Committee

Attention Parents!

An alarming number of books has been taken from the shelves in the High School Library without having been checked out.

Please search carefully to be sure none of these books is in your home. It is most discouraging to the student and parent committees not to have co-operation from the students. In order to maintain a modern, orderly library we need 100 per cent support.

Does anyone have a bound volume of *Asia?* If so, will he return it to the office or high school.

The following books—not belonging to the school—have been found in the High School Library; *The Standard American Encyclopedia,* Vol. V—(Dib-For) and the *Author's Digest,* Vol. V—(Cob-Coo).

Art Library Committee

The Lower School has shown so much interest in pictures that we have started hanging large color prints by American, French, Dutch and Italian artists in the halls of Walling.

As a result of our request for magazines, Mrs. Macy and Mrs. Carroll gave us enough *National Geographics* and *Fortunes* to keep us busy mounting clippings all next summer.

Space for books, magazines and pictures has been greatly increased by the extension of the cabinet in the Art Library, and the new moldings in the Auditorium lobby will make it much easier to arrange exhibits there.

THE LOWER SCHOOL

Books for the Library

After spring vacation the Lower School is planning to organize a library. This will be housed in the south room on the third floor of Walling Hall. Although there are are books on hand now, the Lower School teachers and pupils are eager for more. Picture or story books and books of information—suitable for children from four to eleven years of age—will be most welcome.

If anyone has such books lying unused about the house these will be greatly appreciated as gifts to the Lower School library. Miss Adshead will be happy to receive them on behalf of the faculty and children.

Notice

Some time ago a mother interested in buying blocks for her children borrowed the catalogue of the Educational Equipment Company from Miss Adshead. As this catalogue is used constantly for reference, Miss Adshead would be most grateful for its return.

WANTED— PICTURES FOR THE TWENTY-FIFTH ANNIVERSARY CELEBRATION

The Twenty-fifth Anniversary Committee is anxious to obtain old photographs and moving picture films appropriate for use in the celebration to be held during May. Will anyone owning pictures of students, buildings, or school activities, taken during the early years of the School, please communicate with the School office as soon as possible.

APPLE TREES—FOR SALE

A community project of interest to parents and students has been undertaken, for the second time, by the Winnetka Weeders. This is the sale of 3-year old Golden Delicious Apple trees. These genuine Missouri Nurseries trees, grafted on mountain-grown roots, are four to five feet high and priced at 50c each. They are to be sold at cost through Winnetka public, private and parochial grade schools. Orders may be placed by the children at their respective schools. Trees reserved in advance will be available at the schools on April 26th.

The Winnetka Weeders are also presenting to each school a Bectal Crab tree to be planted on Arbor Day (April 26th). At this time there will be a "morning ex" program on the subject of Arbor Day, as well as the tree-planting ceremony out of doors.

Baseball Schedule for 1944

April 14th—University High	There	4:00 P.M.
April 21st—Francis Parker	Here	4.00 P.M.
April 28th—Luther	Here	4:00 P.M.
April 29th—Milwaukee	Here	2:00 P.M.
May 6th—Concordia	There	10:00 A.M.
May 9th—Latin	Here	4:00 P.M.
May 13th—Wheaton	There	10:30 A.M.
May 19th—Harvard	Here	4:00 P.M.
May 20th—Milwaukee	There	2:00 P.M.

The College Board examinations will be held on April 15th, at New Trier High School.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

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OUR TWENTY-FIFTH YEAR

It seems impossible to believe that a quarter of a century has passed since the first year of The North Shore Country Day School. Much has happened since that opening day but it seems as if it had been only yesterday. We had had to postpone the opening of School because of the difficulty of securing labor to put the buildings and grounds in shape. The fathers of our first prospective pupils had pitched in and given up their weekends to work on the grounds, aided by many of the boys in clearing out the vast stores of rubbish which had accumulated in the old buildings. The mothers had put on their red cross work uniforms, packed away since the armistice. They washed windows and scrubbed floors in the class rooms where the new coats of paint were hardly dry.

The great day finally dawned. Fortunately it was a bright, brisk October morning. We gathered in the girls' gymnasium—all the gymnasium and assembly hall we then had. We sat on squeaky, wooden, folding chairs looking shyly and furtively at one another. Most of us were strangers to each other and did not know quite what to expect. We sang an opening song together and the school was under way. It has made a good cruise in the twenty-five years since then.

Mrs. Childs is the only member of that original faculty crew who is still aboard today, but there are many children of graduates of those early classes who are now in our school. Of the parents who helped launch the ship and keep it afloat in those uncertain and precarious waters, there are many who still know us well and are responding to any calls for advice or aid, just as quickly and faithfully as they did in the exciting days when we were charting our first course. To them we owe an everlasting debt of gratitude. But for their vision and energies this school could never have existed. Had it not been for the spirit which they created then and which has been acquired and augmented by you who are the parents in the school today, we could not now look back upon so many happy years of growth and achievement. We can only hope to repay the debt slightly, by trying to make the school a happy and satisfying experience to as many children as possible.

PERRY DUNLAP SMITH

The Summer Service Corps

The School is planning to conduct its Summer Service Corps again this summer. Backed by the experience of successful pioneering last year, this new kind of "summer camp" will lead a group of boys, from 12 to 15 years of age, in a varied program of farm and community work, shop and recreational activities.

Mr. Lewis Taylor and Mr. Ogden Livermore of the School staff will again work with the group. They will be assisted by Mr. Elmer Harritt of the Physical Education Department and Miss Lottie Lindauer of the Shop Department.

The Service Corps will be organized as a day camp with headquarters on the School grounds. It will open the last week in June and continue for a period of seven weeks. Four types of activity will be emphasized: farm and community work; automotive mechanics; construction work in the shops; and physical fitness training. The program is designed to give boys in their early teens an opportunity to make a contribution to the national effort in the present emergency; to gain practical experience in mechanics and in community service; to further their physical development; and to have a good time doing it.

In the work program, the boys will be given some training in caring for the school victory gardens. Then, as they become efficient workmen, they will be taken in groups, under the direction of counselors, to jobs on farms and in gardens and yards in this vicinity, where farm operators and home owners have expressed a desire for such help and are willing to pay the boys fair wages.

In the automotive mechanics, the boys will overhaul and study the grounded Piper Cub airplane which the School owns—and junked cars of various makes and conditions.

In the shop work, expert supervision and assistance will be available for individual projects.

The physical fitness training will be built around a program of baseball and track sports, swimming and camping expeditions, and gymnasium games.

Because of the flexible nature of the program and the intimate supervision given the boys, it is necessary to limit the size of the Corps. We are anxious to include as many boys as possible from other schools, as well as those of our own "family" who are interested.

The camp will be in session five days a week and the usual hours will be from 9 until 4 o'clock. The boys will be served lunch. The charge will be $100 for the full period—i.e. at the rate of approximately $15 per week.

Inquiries and suggestions will be welcomed and should be addressed to Mr. Taylor, who is again directing the Corps.

May Day

This year, May Day will be held on Friday, May 12th. Since this date also marks the opening of the week which has been chosen to commemorate the founding of our school, twenty-five years ago, the entire student body, together with parents and faculty, are hoping for a sunny, warm day.

The Tenth Grade girls are working on plans for the occasion. A detailed schedule of events will be sent home to the parents, later.

May Day will begin for guests at 10:30 A.M. in the Auditorium when the Fifth Grade presents its play written, this year, by the members of the grade. After the usual dances on the green, and following some scenes of the early days of the School, a picnic lunch will be enjoyed under the campus trees. All parents, former students and friends of the School are cordially invited to share in our twenty-fifth May Day.

IMPORTANT DATES ON THE SCHOOL CALENDAR

May 5th—Junior Plays.
May 12th—May Day and the beginning of the Twenty-fifth Anniversary Celebration.
May 15th and 16th—The Morning Exercises on these two days will be in further commemoration of the School's twenty-fifth anniversary.
May 17th—The Twenty-fifth Anniversary Exercises and Reception.
May 19th and 20th—Senior Play.
May 23rd—The annual, evening meeting of the Executive Committee of the Parents' Association, with the Faculty and New and Old Grade Chairmen.
May 24th, 25th, 26th and the morning of May 29th—High School Final Examinations.
May 30th—Memorial Day Holiday.
May 31st—Senior Luncheon followed by Senior Stunts.
Lower School Picnics.
June 1st—Lower School Closing Exercises.
Middle School Picnics.
June 2nd—Middle School Closing Luncheon.
Commencement.
June 3rd—College Board Examinations for Juniors.
Annual "Junior Prom."

The Twenty-fifth Anniversary

During the week May 12th-17th, the twenty-fifth anniversary of the School will be observed through various forms of celebration. The final ceremony will take place in the Auditorium, on Wednesday evening, May 17th, at eight-thirty. The speakers of the evening will be Mr. Herbert W. Smith, principal of the Francis Parker School, and Mr. Clarence B. Randall, a former director of North Shore Country Day School. The music will be provided by the High School students.

Following the exercises in the Auditorium, a reception will be held in Walling Hall, in honor of Mr. and Mrs. Perry Dunlap Smith and Mrs. Julia B. Childs, who have been in the School since 1919.

THE LOWER AND MIDDLE SCHOOLS

On *May 31st* the children of the Lower School will be dismissed early (at 11:30 A.M.) becouse of Senior Luncheon. They will return to the school that same day, however, at 5:45 P.M. for the grade picnics, all of which will be held on the school campus.

The Closing Exercises of the Lower School will be held on *June 1st.*

All the Middle School grade picnics will be held on *June 1st.* Parents and children will be notified later of further details such as time and place.

The Closing Luncheon of the Middle School will be held on *June 2nd.* This is for *Eighth Grade* mothers and *all* Middle School children.

Both Lower and Middle School children are beginning work on their victory gardens. A new walk is being planned and laid out between Eliot Hall and the Auditorium. It is hoped the walk will be made of concrete flagstones. If any of the parents have any such stones to spare, these will be received with much appreciation.

THE JUNIOR PLAYS

On Friday, May 5th, the Juniors are presenting a group of three, one-act plays. The first will be "The Cloak of Evil," a grotesque mystery by Don C.

Jones. This will be followed by "Holbein in Blackfriars", by Thomas Wood Stevens and Kenneth Sawyer Goodman. This is a costume play of the 16th century, dealing with Henry VIII's marital troubles. The program will be concluded with "Star Struck," by Florence Ryerson and Colin Clements, authors of the current Broadway hit "Harriet." This play is a light comedy portraying life in the home of a popular Hollywood star. Tickets may be purchased for 60c at the door, or through the School.

THE SENIOR PLAY

The Seniors of 1944 have chosen "The Admirable Crichton" for their annual production. We have chosen this play because of its adaptability to our class. Also, it offers an escape. The dates are Friday and Saturday, May 19th and 20th, at 8:30 P.M. Everybody, come! Contributed by a Senior

THE MUSIC DEPARTMENT

The A Cappella Singers' spring calendar includes a program at The National College of Education in Evanston; a trip to Great Lakes, where they will sing in several wards under the auspices of the Red Cross; a Morning Exercise; a song on May Day; and grace at the Senior Luncheon. The Singers will also join some of the New Trier High School Choristers in the service at the Congregational Church on May 21st.

For some of their appearances at clubs and schools, the A Cappella Singers have received an honorarium. All the money thus earned this year has been turned over to the Armed Forces Master Records, Inc. In a letter to the group, the Recreation Officer at the Seabee Training Center, Davisville, Rhode Island, expressed great appreciation of the gift.

THE PARENTS' ASSOCIATION

The annual, business meeting of the Parents' Association will be held in the Auditorium directly after the picnic luncheon on May Day. At this time, the names of those parents who have been selected to serve as officers of the Association for the year 1944-45, will be presented and voted upon. All parents are urged to attend this meeting!

For years it has been a tradition in the School that the arrangements for Senior Luncheon be in the hands of the Junior mothers. Therefore, following the business meeting on May Day, the *Eleventh Grade* mothers will gather with Miss Gilbert to make the initial plans for Senior Luncheon.

At the same time, the *Twelfth Grade* mothers will meet with Mrs. Childs and Miss Wied to discuss the details of Commencement.

THE LIBRARY COMMITTEE

Thank you, Parents.

About a hundred books have been returned since our call for help, but we still need to continue our efforts to try to return the rest. Please look in your homes—and ask your children to do so at home and at school—and return those North Shore Country Day Library books to the school.

Volume III of our new *Encyclopaedia Brittanica* has disappeared from the shelf. Will everyone help us find it?

Once more we ask—We have three volumes in our library which belong to *someone's* set, yet have been left here. These are: *Standard American Encyclopedia,* Vol. V, (Dib-For); *Author's Digest,* Vol. V, (Cob-Coo); *The Volume Library.* MARJORIE BALLARD, *Chairman.*

Sixth Grade Picnic

Already, the Sixth Grade has completed plans for its final picnic. This will be held at Skokie Playfield, Hibbard Road and Elm Street, Winnetka, on *Thursday, June first,* at *five o'clock.* Both parents and families of the grade members are cordially invited.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VI June, 1944 Number 9

WE COMPLETE OUR TWENTY-FIFTH YEAR

This issue of the Notes marks the close of another year of growth in the lives of the children and also marks the close of the twenty-fifth year in the life of the school. It has been a remarkable year in many ways. In the first place it has been beset with more difficulties than I can remember in any other year. The adjustment to war economy, the acute consciousness of the danger and suffering which so many of our lads were facing, the anguish in the hearts of the parents waiting for news, and the realization of the woe and agony into which the whole world has plunged, formed a heavy burden carried silently, by each of us, with what courage and faith we could muster. Mr. Bollinger's sudden and tragic death just before the opening days of school was a weighty blow. When this was followed by the loss of Mr. Corkran, who was stricken suddenly by illness during the Christmas holidays, and when shortly thereafter Mr. Wilcock was called to the colors in the Navy, it seemed indeed as if we were about to be overwhelmed.

The school however, is a coöperative institution. Never has it shown itself to be more worthy of that name. The parents came quickly to the aid of the faculty, helping to steady the pupils in spite of the great disappointment and shock of losing so many of our strongest teachers at such a crucial time. The faculty closed ranks and, aided by members of our Graduate Teachers' College, carried on. Teachers added to their regular responsibilities and duties, whenever called upon, cheerfully and without the slightest question or hesitation. Never have we had more loyal support. The students, too, did their part splendidly. They took over service duties usually carried by the janitors and have continued to perform them with increased efficiency throughout the year.

The Senior class was, of course, hardest hit by our faculty losses, for they had been looking forward to Mr. Corkran's classes as their best preparation for the work at college. They might easily have become panic stricken at the sudden loss. They did not. Instead, they tightened their belts and made the best of the situation. They determined to supply themselves with the spark formerly derived from him and to turn loss into gain so far as they were able. They have done so. They have risen to the challenge and developed an initiative, responsibility, and courage, which they might never have achieved, if their school year had continued more normally. They have learned to adjust to new teachers whose methods and background were quite different from those to which they had been accustomed. This broadened their experience and strengthened their techniques. The teachers found them anxious to coöperate in adjusting to the new situation and were greatly aided thereby.

In the field of student government also, the Seniors rose to the situation valiantly. They assumed new responsibilities quickly and efficiently, taking over much of the responsibility for the supervision of study halls and working out an excellent plan of student-teacher coöoperation which is being carried on by the present Junior Class.

The year may have seemed full of discouraging events and difficult problems indeed, but the inspiration and satisfaction which comes from surmounting them successfully, by working together as a team, far outweigh the other factors. It has been a year in which we may feel that we have carried on the democratic tradition and made gratifying progress. For this we may be deeply thankful to all who have so generously given that extra service, "beyond the call of duty" in the language of the military citation. Such response strengthens our faith in the cause for which we are all fighting. To the Faculty, the Students, the Parents, and particularly to the Directors who have worked unselfishly and without stint, we all owe a deep debt, indeed.

PERRY DUNLAP SMITH

THE LOWER SCHOOL

The Lower School picnic will be held on the school campus, on *May 31st at 5:45 P.M.* for all Lower School classes, with the exception of the Kindergarten. Please bring box suppers.

THE MIDDLE SCHOOL

The Grade picnics for all Middle School grades will be held on the afternoon of *June first.* The Sixth Grade is going to Skokie Playfield, the Seventh Grade will meet at the Michael Bleckers', and the Eighth Grade has been invited to the Denison B. Hulls'.

The Middle School closing luncheon will be held on Friday, *June second,* in the School Lunchroom, at *12:00 o'clock.* Children from the Fifth, Sixth, Seventh and Eighth Grades and all Eighth Grade mothers are cordially invited.

COMMENCEMENT CALENDAR

Wednesday, May 31st at 1:00 P.M.
Senior Luncheon.
This will be followed by the Senior Stunts to be held in the Auditorium at 2:00 P.M.

Thursday, June 1st, at 11:00 A.M.
Lower School Closing Exercises.

Friday, June 2nd, at 12:00
Middle School Closing Luncheon.

Friday, June 2nd, at 3:30 P.M.
Commencement Exercises.

Saturday, June 3rd
The annual "Junior Prom".

TWELFTH GRADE SUPPER PARTY

On *Friday, June 2nd,* immediately following Graduation, the Twelfth Grade supper party will be held at the home of Mr. and Mrs. Edward R. Adams, 200 Woodley Road, Winnetka. This is for all members and parents of the grade.

Desired Dress for Commencement Activities

Freshmen, please wear white for the Senior Luncheon on Wednesday. This applies to both girls and boys.

Freshman, Sophomore and Junior Girls, wear plain, simple, white dresses for Commencement on Friday.

Freshman, Sophomore and Junior Boys, wear white trousers and dark coats for Commencement on Friday. *Dark blue* coats are preferable as they make a more attractive background on the stage, for the Senior Class. It has been suggested that those boys who do not have a dark blue coat, borrow one for the occasion.

Senior Girls, wear long, white dresses.

Senior Boys, wear white suits with special class tie.

ART LIBRARY COMMITTEE

The New York Graphic Society had so many tempting prints from which to choose, it was extremely difficult for Miss Bacon and Mrs. Pope to make the following selection for the Art Library using funds given by the Parents' Association: "The Lovers" by Picasso; "Landscape" by Dufy; "Child Sitting on Chair" and "Off to Work" by Rivera; and a portrait by Ghirlandaio. These pictures were on exhibit at the Anniversary Celebration, as well as others from the Art Library collection.

We were very pleased at receiving these gifts: A set of "Our Flying Navy in Action" (Reproductions from the Abbott collection of naval aviation paintings) from Mrs. Brashears; three frames to fit Mrs. Jeffris' Winslow Homer's from Mrs. Kolbe; eight etchings of New Mexico and three colored prints by Dehn, Wyeth and Clymer from Mrs. Carroll; and a Holbein print from Miss Bacon.

A Van Gogh exhibit added more color to the walls of the auditorium lobby than we have seen there for a long time. In the lunchroom there has been a series of displays including maps drawn by Mr. French's Middle School students, flowers painted by High School students, and posters issued by the Government Printing Office to stimulate interest in victory gardens and conservation. For the Anniversary celebration reception in Walling Hall, the walls were covered with students' pictures dating back to the class of 1938.

COLLEGE BOARD EXAMINATIONS FOR JUNIORS

The College Board of examinations for Juniors will be held on *Saturday, June 3rd, at 8:45 A.M.* at Northwestern University in Chicago.

OPENING OF SCHOOL

School will open again on *Monday, September 18, 1944,* for all grades but the Kindergarten and First Grade. It will open for those grades on *Wednesday, September 20th.*

On *September 15th,* the fall examinations will be held for all students who have had to make up work during the summer.

HARVEST FESTIVAL

It is planned now to repeat the Harvest Festival at school next fall, probably on *September 29th.* Parents having victory gardens this summer may be interested in keeping this date in mind.

Notice

An old-fashioned, pearl, "sunburst" pin with a diamond in the center was recently found in the costume room. It was pinned to a "gay nineties" costume of last year. Anyone who has lost such a pin may inquire about it at the school office.

OFFICERS AND CHAIRMEN OF THE PARENTS' ASSOCIATION

FOR THE YEAR 1944-1945

Officers

Norman W. Harris, *President* ..... 594 Spruce Street
Winnetka 1653

Locke L. Murray, *1st Vice-President* ..... 660 Elder Lane
Winnetka 1089

David W. Kimball, *2nd Vice-President* ..... 132 DeWindt Road
Winnetka 3313

Mrs. Harold Waller, *Secretary* ..... 630 Walden Road
Winnetka 2346

Mrs. James L. Garard, *Treasurer* ..... 50 Woodley Road
Winnetka 713

Grade Chairmen

Senior Kindergarten ..... Mrs. Arthur Moulding
Winnetka 1818

First Grade ..... Mrs. Robert Graves
Winnetka 450

Second Grade ..... Mrs. Edward F. Hamm
Winnetka 1501

Third Grade ..... Mrs. John Favill
Winnetka 4606

Fourth Grade ..... Mrs. F. R. Vandercook
Winnetka 196

Fifth Grade ..... Mr. Roy J. Piehl
Winnetka 680

Sixth Grade ..... Mrs. Carleton Blunt
Winnetka 2248

Seventh Grade ..... Mrs. Frederick Copeland
Winnetka 4865

Eighth Grade ..... Mrs. James Allen
Winnetka 1822

Ninth Grade ..... Mrs. Willis Gale
Winnetka 1246

Tenth Grade ..... Mrs. James D. Adams
Winnetka 2745

Eleventh Grade ..... Mrs. M. E. Carlson
Winnetka 3412

Twelfth Grade ..... Mr. J. Williams Macy
Winnetka 1109

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII | October, 1944 | Number 1

THE DISCIPLINES OF PEACE

The School began its twenty-sixth year on September 18th with 361 pupils. This is an increase of 39 over the enrollment of last year, but actually there are 112 new pupils in the school. It is delightful to have so full a school once more and to be able to have the various grade groups large enough to provide abundant activities and the stimulus of working together with plenty of others of one's own age. On the other hand, we must guard against allowing the groups to become too large, so that the advantages of individual interests and personal intimacy between the teachers and their pupils become lost. Should the School allow itself to become so large that it loses its family spirit and becomes institutionalized, it will have lost its greatest asset and betrayed its tradition. We must never become so large that the children no longer know each other well, as when all are members of a big family group with common interests and similar objectives.

One of the most difficult and distressing of my duties this fall has been to adhere to this principle, for it has meant that I have been unable to add to the roll of over-crowded classes the names of girls and boys who would have been delightful and valuable members of the School. It is almost heart-breaking not to have room for these interesting youngsters whose only fault is that they applied after the registration had been closed.

With the news from all fronts of the global war continuing to be so surprisingly good, there is naturally a tendency to relax and slack off a bit in our efforts. The parents and faculty could naturally expect to find a less earnest spirit on the part of their children. With this in mind, two days were devoted by the faculty, before school formally opened, to planning for the tightening of controls and routines so that we might begin the year with a vigorous and oriented plan.

The opening days were most invigorating and encouraging. We found very little of the expected signs of lessening of effort or relaxing of discipline on the part of the pupils. In fact, we found them more ready for serious work than they have been for some time. They attacked their lessons earnestly and with vigor. The Senior Class had held several meetings before the opening day and had organized the various Student Government committees systematically. They have gone quietly and effectively about their business in a way that promises well for whatever upsetting crises or surprises the year may bring.

Everyone hopes, of course, that the year may bring peace. Therefore, we as parents and teachers must plan our work to prepare children to live in a world in which we are working out a permanent basis and frame-work for peace. We must change our major emphasis from preparing the students to take part in war to teaching them to be ready to assume the disciplines of peace which are no less exacting and rigorous because they are less dramatic.

The winning of the War does not finish the struggle; it merely gives the winners the opportunity *and the obligation* to clean up after the war and to prove that we are the kind of people who, having reached a sufficiently high state of civilization, can work out and practice a type of democratic living that will last and meet the needs of peoples of all races and creeds throughout the world.

This is no easy task. It will require a level of self-control and self-discipline and above all, unselfish and far-seeing understanding, that only a few members of the human race have as yet achieved. It will be in the schools that the foundation for such achievement must be laid.

Hitler has shown us what can be done to the minds and souls of a whole generation by using scientific methods of teaching ruthlessly. We now have an equal opportunity to use these same scientific methods righteously for the liberation of the minds and souls of the next generation. We in the schools are the front-line troops in this battle, and the parents in the homes are just as important in holding and advancing the line, lonely and isolated as they may feel in their fox-holes. No dictator has ever been able to come to full power without first destroying or prostituting the influence of the schools and the homes.

We therefore have a great responsibility in the years ahead. It is the generation of our children that will have to be ready to live in the type of world order we now set up. We must give them every opportunity to practice the disciplines required to keep the peace and to be men of good will. It was for this purpose that this school was created after the last war. Today, twenty-six years later, you and I as parents and teachers have a second opportunity to face this problem together.

PERRY DUNLAP SMITH.

THE NEW MEMBERS OF OUR STAFF

The gratifying growth of the school has made it necessary to increase the number of our teachers. There have also been several changes due to the stress and strains of war activities. Altogether we have twelve new members of the staff. We have been fortunate indeed in finding twelve such able and well trained teachers in these days when the shortage is so great that some schools are having to close their doors for lack of instructors. Part of our good fortune was due to our own bread returning to us upon the waters, for four of the new staff have been associated with the school before and are now returning to us.

They are Mrs. Mildred de Barard, who taught in our Lower School for several years and now returns as the Third Grade teacher; Miss Frances Badger who is in charge of the Lower and Middle School Art, as she was during the spring term the year before last; Mrs. Esther Buchen Pése, who graduated from our school with high honors, went to Bryn Mawr where she also graduated with distinction and later taught there under Professor Cornelia Meigs. Mrs. Pése is assisting in the High School classes in English and the Foreign Languages. Miss Nancy Wells, who is assisting in the Kindergarten and Lower School, left us in 10th Grade, graduated from the Putney School, went to Wheaton College near Boston where she specialized in child study and was graduated there last spring. She also studied at the National College Of Education this summer.

Miss Barbara Rounds, who is also assisting in the Kindergarten and Lower School and Miss Marybeth Simjack, who has charge of the Lower School crafts and shop work are both graduates of National College also.

Miss Jayne Jewett, a graduate of the Boston-Bouvè School of Physical Education and who has been teaching at the Winsor School in Boston, has come to take charge of the Girls Physical Education Department.

Miss Jane Tyler, who has had a highly successful career as a teacher at the Lake Forest Day School is in charge of Second Grade. Miss Emma Moddelmog, who asks that we call her "Miss Emma" as her children in Colorado have done for the many years of her remarkable teaching in the schools there, will direct the efforts of the Fourth Grade.

Miss Odeyne Gillett will be remembered by many of the Winnetka parents for her outstanding work as a teacher in the public schools here in former years. She has recently been teaching in the Far North West and has also been active in many interesting government war projects there. She will have the Seventh Grade room and teach Middle School English and Social Studies.

Mr. Cleveland Thomas will be the Head of the English Department and teach the Senior English Classes and also be active in the direction of the Middle School. He comes to us from the Ethel Walker School of Simsbury, Connecticut where he was also the Head of the English Department. He has had a brilliant career as a teacher and has also had interesting experiences on the stage. He is married and has a wife and two small children but they have not yet been able to join him in Winnetka because no house or apartment can be found for them to occupy. If any parent knows of any available rooms or small home for rent they would be doing the school a great favor to let us know of it.

Mrs. Rebecca S. Wolter was to have joined us at the opening of school to teach English and Social Studies in the Middle School and Upper School, but her husband's ship has put in for repairs at one of the West Coast ports after doing battle "some where in the Pacific." She expects it will go to sea again by the middle of October so we may look forward to welcoming her then.

PARENTS' ASSOCIATION

To the Parents of the North Shore Country Day School:

With the opening of school on September 18, 1944, seventy new families enlisted in our cooperative enterprise. Our Association extends to them a hearty welcome and the hope that they also will enjoy the close association with the parents, faculty and the school which the older parents have enjoyed through the past years.

New parents are particularly urged to attend their grade meetings and to offer their services on any of our committees for which they believe they have particular talent. Mrs. Calvin Selfridge, our advisor to new parents will be glad to answer any questions that may arise if you will call her. We enlist your help and active interest.

NORMAN W. HARRIS,
President, Parents' Association.

The annual fall meeting of the Parents' Association will be held in the school auditorium on *Wednesday evening, November 1st at 8:00 o'clock.*

PARENTS' ASSOCIATION
1944 - 1945

Officers

Norman W. Harris, President	594 Spruce Street,	Winn. 1653
Locke L. Murray, 1st Vice-President	93 Indian Hill Road,	Winn. 1089
David W. Kimball, 2nd Vice-President	132 deWindt Road,	Winn. 3313
Mrs. Harold Waller, Secretary	630 Walden Road,	Winn. 2346
Mrs. James L. Garard, Treasurer	50 Woodley Road,	Winn. 713

Members of the Executive Committee (at large)

Mrs. Lawrence Howe.....175 Chestnut Street, Winn. 779
Mrs. Philip T. Atwood..... 421 Sheridan Road, Kenilworth, Ken. 4566
Mrs. Benjamin Wham .....811 Sunset Road, Winn. 1220
Mrs. Russell T. Stern.....Happ Rd., Northfield, Winn. 2843
Mr. George F. Getz, Jr. .....1136 Chestnut Avenue, Wilm. 640
Mr. Eugene Williams .....123 Melrose Avenue, Ken. 1769
Mr. Marquis Bowman .....114 deWindt Road, Winn. 2003

Committee Chairmen

ATHLETIC COMMITTEE..Mr. Roy W. Walholm, 54 Woodley Rd., Winn. 1093
LUNCHEON COMMITTEE .....
.....Mrs. Harold O. Barnes, 98 Indian Hill Road, Wilm. 1162
COSTUME COMMITTEE....Mrs. Rufus R. Jeffris, 20 Locust Rd., Winn. 2877
OFFICE COMMITTEE....Mrs. Andrew J. Kearney, 1000 Hill Rd., Winn. 2131
LIBRARY COMMITTEE..Mrs. Denison Hull, 115 deWindt Road, Winn. 3155
ART LIBRARY COMMITTEE.....
.....Mrs. Frank F. Kolbe, 40 Indian Hill Road, Winn. 4111
FACULTY TEAS COMMITTEE .....
.....Mrs. George Carolan, 1194 Spruce Street, Winn. 4045
HOUSE COMMITTEE .....
.....Mrs. Locke L. Murray, 93 Indian Hill Road, Winn. 1089
STEERING COMMITTEE .....
.....Mrs. Norman W. Harris, 594 Spruce Street, Winn. 1653
High School.....Mrs. Donald B. Murray, 832 Bryant Ave., Winn. 600
Middle School.....Mrs. Edward R. Adams, 200 Woodley Road, Winn. 398
Lower School .....
.....Mrs. Philip T. Atwood, 421 Sheridan Road, Kenilworth, Ken. 4566
Advisor to New Parents .....
.....Mrs. Calvin F. Selfridge, 1133 Pine Street, Winn. 495
CHAIRMAN OF "NOTES"....Mrs. Roy Carroll, 73 Locust Road, Winn. 3836
SKATING RINK COMMITTEE..Mrs. John Favill, 686 Hill Rd., Winn. 4606

Grade Chairmen

Junior Kindergarten.....Mrs. Harold Sippy, 1320 Westmoor Trail, Winn. 65
Senior Kindergarten.....Mrs. Arthur Moulding, 82 Woodley Rd., Winn. 1818
First Grade.....Mrs. Robert B. Graves, 609 Cedar Street, Winn. 450
Second Grade.....Mrs. Edward F. Hamm, Jr., 715 Prospect Ave., Winn. 1501
Third Grade.....Mrs. John Favill, 686 Hill Road, Winn. 4606
Fourth Grade.....Mrs. F. R. Vandercook, 96 Woodley Road, Winn. 196
Fifth Grade.....Mr. Roy J. Piehl, 181 Birch Street, Winn. 680
Sixth Grade.....Mrs. Carleton Blunt, 30 Indian Hill Road, Winn. 2248
Seventh Grade.....Mrs. Frederick Copeland, 655 Prospect Avenue, Winn. 4865
Eighth Grade.....Mrs. James Allen, 596 Oak Street, Winn. 1822
Ninth Grade.....Mrs. Willis Gale, 146 Chestnut Street, Winn. 1246
Tenth Grade.....Mrs. James Douglass Adams, 645 Maple St., Winn. 3914
Eleventh Grade.....Mrs. M. E. Carlson, 172 deWindt Road, Winn. 3412
Twelfth Grade.....Mr. J. Williams Macy, 96 Church Road, Winn. 1109

EXECUTIVE COMMITTEE

A meeting of the Executive Committee of the Parents' Association was held on Monday evening, October second, at the home of Mr. and Mrs. Andrew J. Kearney.

STUDENT ACTIVITIES

ATHLETIC DEPARTMENT

Varsity Football Schedule:

Sept.	30	N.S. vs. North Park	(There—10 a.m.)
Oct.	7	N.S. vs. Wheaton	(There—10 a.m.)
Oct.	14	N.S. vs. Todd	(Here —10 a.m.)
Oct.	21	N.S. vs. Milwaukee	(There— 2 p.m.)
Oct.	28	N.S. vs. Latin	(Here —10 a.m.)
Nov.	4	N.S. vs. Harvard	(Here —10 a.m.)
Nov.	11	N.S. vs. Francis Parker	(There—10 a.m.)

EIGHTH GRADE STORE

PARENTS!

The Eighth Grade Store is now open for your children to buy second hand equipment. If your son or daughter needs football equipment, gym clothes, or hockey sticks, *send him or her* to the Eighth Grade Store. We also have pre-war galoshes, gym shoes, and street shoes for snow, sports and dress. Later on cokes and candy will be sold.

The Store hours are 12:50 to 1:20 p.m.

The Eighth Grade.

TWELFTH GRADE

The Twelfth Grade French Class will give a play at the end of October, "L'Anglais tel qu'on le parle."

The Notes has a new and special Real Estate Advertising Department, instituted for and maintained by Mr. Thomas.

ADVERTISEMENT

Mr. Cleveland Thomas, a new member of the faculty, is searching madly for a house (small) or a garage apartment. A family of two babies means that two bedrooms would be nice, but he will be glad to hear of anything. He can be reached at the school or, after school hours, at Winnetka 675.

THE THANKSGIVING HOLIDAY—NOV. 23rd - 26th INCLUSIVE

(Note change of dates, from previous announcement.)

ART COMMITTEE

Plans have been made for an exhibit of paintings by the teachers and parents of the school. It is hoped that many paintings or drawings done by parents or teachers will be brought in to be exhibited at the Parents and Teachers meeting on October 30th.

May we suggest that this issue of The Notes be retained as the schedules, names and addresses listed will be useful during the forthcoming year.

OFFICE COMMITTEE

Every morning *until* 10:00 a.m. the Office Committee will obtain assignments for those students absent from school, if requested. Such requests should be made each morning if the student is absent for several days, unless a special arrangement is made with the faculty. The assignments will be available after 4:30 p. m.

Recognizing the present transportation difficulties the office will be glad to mail the assignments, upon request.

LUNCHEON COMMITTEE

For the first time in the history of the School, due to the shortage of help, the serving of luncheon will be done entirely by the mothers. Heretofore, two mothers have assisted the regularly employed staff. Therefore, it is especially important that those on the Committee please remember to be prompt on their day to serve, otherwise the lunch line is delayed, which shortens the children's time for eating and relaxation, and puts too great a burden on the rest of the Committee.

LIBRARY COMMITTEE

Through the combined efforts of the students, the parents and the Library Committee many of the books that were missing last year were found. However, there are still a good many not yet accounted for. If you find any books belonging to the school Library in your home during this year please have them brought to school as soon as possible. Contributions of books and magazines which have been sent to the Library since school started have been very much appreciated. The Library Committee is looking forward to a fine year working with the Junior Girls of the Student Committee.

COSTUME COMMITTEE

Several very attractive costumes were left at the school during the summer. The Committee wishes to thank those who gave the costumes for their contributions.

EDUCATIONAL SERIES — 1944-1945

This Series is given annually for the benefit of the students of the School without charge to them. For parents and friends who are interested in attending the Series and in helping to defray the cost, tickets will be available.

The students and parents will be happy to know that our very good friend, Clifton Utley, well-known lecturer and radio commentator, will again speak to us in the school auditorium on the following dates:

Monday, October 30.....11:00 a.m. - 12:15
Monday, December 4.....11:00 a.m. - 12:15
Monday, January 8.....11:00 a.m. - 12:15
Monday, February 5.....11:00 a.m. - 12:15
Monday, March 5 .....11:00 a.m. - 12:15

Ruth Draper, whose character sketches have been delighting audiences round the world for the last two decades, will present a program on Monday, November 13, 11:00 a.m. - 12:15.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII November, 1944 Number 2

RECONVERSION IN THE COLLEGES

With all the changes that are taking place in an effort to be ready to convert the country to peace time economy, many parents are naturally anxious to know what changes and tendencies are likely to prevail among the colleges; for whether or not compulsory military training becomes a law, most of our present boys and girls in the Upper School will be applicants for admission to the colleges and, in all probability, will be able to look forward to a four year period of college experience.

While no one can forsee with absolute certainty in any field for the next four years, never-the-less there are a few facts about the situation in the colleges that do seem to be fairly safe to predict.

There is little doubt that the number of applicants for admission to eastern colleges will enormously increase. This trend has already begun in the women's colleges as is well known to the parents of any girls who attempted to enter college this summer. The Admissions Officers not only of each of the better known colleges such as Smith, Vassar, Bryn Mawr, Wellesley, Mt. Holyoke, Radcliffe, Barnard etcetera, but also of the smaller colleges like Wheaton, Wells, Sweet Brier and Skidmore were literally swamped with the flood of applications that swept in upon them in double and even treble the volume they had ever received before. The Junior colleges, too, were soon filled to overflowing, so that only those students whose records were at the very top of the list were acceptable to the colleges. Merely successfully meeting the entrance requirements was no longer assurance of acceptance.

The college deans were at a loss to explain this sudden change in the situation, for it came almost without warning; but Dean Mildred Thompson of Vassar in a magazine article, which appeared during the summer, seemed to feel that it was due to several factors, all brought about by the war; namely,- the larger incomes in many social groups, the fact that the service men were to have their educational expenses met by the government after the war, which would allow their families to shift to their girls any funds put by for the college expenses of the boys; and finally because technical training and college background had proven to be of great value to women both in war industries and in advancement in the Waves and the W.A.C.

If these surmises are correct, we can look forward to a continuation of this crowded condition of the colleges for many years to come and must plan accordingly.

The men's colleges have, of course, been faced with a totally different condition. The draft law had cut their civilian enrollment to almost nothing, but the Navy V 12 and the Army Specialist Training programs had filled the gaps very nicely. With this difference, that the men who came to the colleges

under these Service regulations, had not necessarily met the entrance requirements of the colleges they entered. The professors had to teach, for the first time in most cases, men who were not fully prepared for their courses; and the professors (and the college deans) learned a lot. Based on this experience, many old and established methods of admission are being revised and greatly improved. All the better colleges have set up committees of the faculty to study the probable changes needed in the post-war world and to make recommendations for revision of the college's methods and attitudes so as best to meet the new needs of the students and of society. Great changes and improvements are to be expected.

In the meantime, a sudden tide of applications for admission to enter the colleges has set in from the armed services. The case of Harvard is typical. They are receiving over 50 letters a day from Service men and have had to employ an extra secretary just to take care of this mail. Approximately 2400 Harvard undergraduates are in the Services on leave of absence from the college. In addition there have been issued 1500 certificates of admission to high school graduates, who have applied to Harvard and met all admisssion requirements, were accepted, but were called to the Services before they could enter. This makes 3900 men who have priority rights to come to the college after the war. Since in peace time Harvard normally has an enrollment of 3600 students, this would mean that no new freshmen could be accepted for some time to come.

Of course, all the 3900 veterans will not apply, nor will those that do, all apply at once, but it is clear that President Conant was right when he warned us in the Overseers meeting last summer that "higher education in America will be dominated by the needs of ex-service men for years to come." The size of freshmen classes in all these colleges is going to be greatly reduced and the method of selection changed and improved.

One improvement is already evident. The National Council of Independent Schools has been formed as a war time development to enable the better private schools of the country to serve the war effort more fully and effectively and to act as a clearing house for ideas and needs of our type of education. It has already proved itself to be of great worth and prestige. It has secured the acceptance by over 50 of the best colleges, of a new method of admission whereby the schools will be judged not so much by the records of their pupils on entrance examinations as by their records throughout the four years of college. The secretariat of the College Entrance Examination Board has agreed to provide the machinery for keeping these records and for making them available to all colleges. This change is profound and will have a direct effect on the improvement of teaching, for those schools who have placed all their emphasis on securing high marks on examinations, rather than on really understanding and mastering a subject, will have to shift to the broader and more lasting objectives, which I am proud to say we have been stressing here for 26 years. Moreover, the type of teaching, which is often popular with inexperienced parents, whereby a strong-willed and dynamic teacher holds his pupils to high performance and even successful completion of work a year or two in advance of the pupil's maturity, by substituting the teacher's will and enthusiam for that of the pupil's, is bound to disappear. Pupils so taught have a disillusioning experience when they are no lonnger in the presence of the dominating teacher.

Another change in the college pattern, on which there seems to be almost universal agreement among college administrators, is that they will drop the "accelerated course" procedure just as quickly as they possibly can. The

results of this "speed-up" learning have been lamentably weak and the effect on the morale of the students has been a serious handicap to his progress. Princeton has already published their decision to return to the two semester type of teaching and the dropping of the four quarter, 12 months program. The Summer session will come back as it was before the war, as an extra term for those who may need it or wish it, but it will not be a part of the regular required course. Several colleges have, however, declared their intention of requiring that some sort of useful work or experience be undertaken during the summer, and are planning to enter on the student's record forms the type of summer experience he has had each year while in college, as an important consideration in determining his fitness for a degree. There are many other symptoms including manual work or labor experience as an essential factor in educational growth, which indicate a greater recognition of its importance.

On the whole, the changes going on at the colleges, seem to be very sound. Certainly the students in our high school are working harder and more seriously than I have ever seen them before. They realize that they are facing great changes and a great challenge, and with characteristic courage and determination they are rising to meet it. It is gratifying to note how many of these new tendencies are in harmony with the policies which we have been stressing at our school for a great many years and in some of which we have helped to pioneer.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES — 1944—1945

Ruth Draper, famous monologist, will present a program in the school auditorium on Monday, November 13th, at 11:00 a.m. — 12:15.

Office Committee

The Lost and Found department is located in the office at Knollslea Hall. Two or three drawers are always bulging with books, sweaters, gym equipment, glasses, in spite of the efforts of the office committee to have them claimed. Will parents urge their children to come to the office if any of their possessions are lost, or come themselves. At the end of the year all unclaimed articles are sent to various relief agencies.

Art Library Committee

The school owns fourteen important prints which were bought last June. They were selected by Miss Bacon and the Art Library committee and purchased with the money from the proceeds of the 1943 Opera, a gift to the Art Library by the students. The names of the prints are the following: "Summer" by Rousseau; "Le Biscuit" by Picasso; "At the Horse Races" by Degas; "Skull and Gardenias" by Georgia O'Keefe; "The White Heron" by Audubon; "The Harvest" by Brueghel; a Ghirlandajo portrait, "St. Nicholas"; and "New Toys" by Werten; a lithograph print, "The Circus" by Toulouse-Lautrec; "Religious Penance" by Kuniyoshi; and three Japanese prints, "Baby Chicks"; and two of Japanese ladies. These pictures are framed and have been hung in different buildings of the school. Some books were added to the Art Library bought with the same funds. Two books were given to Miss Bacon for the Art Library by Mrs. Rufus Jeffris. They are, "French Impressionists" by Edward A. Jewell, in which are many colored prints, and "Winslow Homer" by Lloyd Goodrich. They are a fine addition to the collection.

Luncheon Committee

Mrs. Chester Speakman is the chairman of a newly formed committee to assist in the serving of luncheon to the lower school children.

Mrs. Speakman, of 64 Woodley Road, may be reached by telephone, Winnetka 754.

ACADEMIC DEPARTMENT

High School

Each year representatives from many colleges visit our school to meet prospective students and interested parents. This continues throughout the year.

The following representatives from Women's Colleges will be in the lunch room, to meet with Junior and Senior girls, and any parents who care to come for luncheon, on the dates and hours indicated below:

Wednesday, October 25th at 1:00 o'clock
Mrs. John Windle, Rockford College
Friday, October 27th at 1:00 o'clock
Miss Waite, Mills College, Oakland, California
Thursday, November 2nd at 1:00 o'clock
Miss Mary Beecher, Bennett Junior College

In past years our graduates have attended, or are now attending these institutions. If parents are interested in junior colleges, or in the smaller colleges, for women, it would be a good opportunity to hear the advantages of these types of schools.

These meetings are very informal. Mothers may talk individually with the college representatives after the girls have left.

JULIA B. CHILDS

French Department

A play, "Le Medecin Malgre Lui" by Moliere will be given by the sophomore boys about November 15th.

Athletic Department

The Varsity Football team will play:
November 11, N.S. vs. Francis W. Parker (There — 10:00 a.m.)

GRADE MEETINGS

The grade chairmen report with enthusiasm that many interesting meetings have been held. Among them the kindergarten met at the home of Mr. and Mrs. Arthur Moulding. The Freshmen, their parents, and members of the faculty held a very successful dinner and dancing party in the lunch-room. There are other grades planning to meet soon.

The Seventh Grade parents met for the first time on October 15th at the home of Mrs. Frederick Copeland. Miss Gillett, the grade room head, and Mr. French, head of the Middle School talked informally, and answered questions about the year's work. These meetings semed an improvement on the old custom of meeting for the first time in the grade rooms before the annual parent's association meeting. They have given the opportunity for a more personal understanding of what lies ahead for the year.

OUR REAL ESTATE DEPARTMENT!

Mr. Thomas has found a place to live and wishes to thank all those who have been helpful. Since there are disadvantages to his apartment, he will very much appreciate hearing, in the future, of anything that might be more ideal.

The Thanksgiving Holiday will be, November 23rd — 26th, inclusive.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII December, 1944 Number 3

REPORTS AND RECREATION

The first quarter of the year is over and the reports have gone to the homes. These should be regarded as records of progress and studied as such, not as either criticisms of pupils by teachers nor as goads to spur the students to greater efforts. If parents and pupils will remember that no marking system, no matter how mathematical or exact it looks, can ever be anything but the teacher's considered guess or estimate of the progress the pupil has made, much misunderstanding will be avoided.

I have often been asked why we do not use a percentage system. A mark of 73 per cent looks so much more definite than a report of "weak, but passing"; but is it? What does a parent know about a boy whc has received 73 per cent in English? Is he weak in spelling? Is he careless, or is his handwriting so poor, that, although his ideas are as glibly expressed as Sinclair Lewis', the teacher has been unable to read them? It is important to know where the 27 per cent deducted from a perfect score came from, particularly if the student is to benefit from his mistakes.

But one may argue "weak, but passing" does not point out the weak and strong points of the student's work either. True; but at least it does not deceive the parent enough so that he will fail to look for further information which is to be found in the brief, but we hope, descriptive paragraph which accompanies the rating phrase. From this analysis of the student's work one may derive more definite conclusions as to how to improve the student's grasp of the subject.

For it is a better grasp and understanding of the subject that should be urged upon the student, and not, as unfortunately is so often the case, greater efforts to achieve a better mark. This may sound like splitting hairs, but the difference in attitude behind the two is of vital importance. Moreover the student unerringly senses the nice distinction in emphasis although he may not consciously express it. To be told to "raise your mark next term" places the emphasis on the teacher and on conforming to her thinking, rather than focusing the attention on understanding and mastering the subject. Children automatically tend to slip into the former as a habit of working and need all the help they can be given to keep out of it.

The other day one High School girl, who had come to complain because she had received no higher mark in spite of the fact that she was now doing all her assigned work instead of her customary two thirds, exclaimed, "The trouble with this school is the faculty not only expects you to *do* your home-work, they insist that you *understand* it as well". Here was a child who seems never to have thought that there was any other method of work than to complete problems to satisfy a teacher's idiosyncrasies. The parent may be of great help in straightening out misconceptions of this sort, and much depends upon the attitude they adopt when discussing reports.

Another important factor in the child's progress in the Upper School is the attitude the parent takes toward establishing regular scheduled study time at home on week day nights and particularly over the week-ends. A student who arrives at school on Monday so worn out that he falls asleep in study hall had better have remained in bed at home. This has happened not infrequently of late, and in talking it over with the pupils, I have found two principal causes for it. The most common is that the week-end seems to be regarded in some homes as an entirely free time during which the normal rules of sleep and health may be suspended and of course, lessons can be forgotten and usually are. In the most conscientious cases, the pupil then attempted to do all the home-work for the week-end on Sunday night which is also proverbially a family gathering time. The many interruptions, resulted in a greatly posponed bed hour. The second explanation seemed to be a hesitancy on the part of the parent to set and enforce a reasonable bed time regardless of whether or not the home-work had been finished. If the parent could help the child plan out his home study time table, with especial emphasis on allowing definite time for study and sleep over the week-end, and would insist on this schedule being adhered to, he would be conferring a great favor on both the student and the school and would also have greatly assisted in improving the child's grasp of not only his various lessons but also his whole attitude toward the purpose of school and study.

PERRY DUNLAP SMITH

THE PARENTS' ASSOCIATION

At the annual meeting of the Parents' Association held earlier in the year Mr. Norman W. Harris, the president, expressed the purpose of the Association so clearly that we are printing an excerpt from his talk for the benefit of those who were unable to be present that evening. It reads as follows:

"Twenty six years ago the founders of the North Shore Country Day School and particularly Mr. Perry Smith, our headmaster from the beginning, believed that a better and more democratic education could be given their children by having parents share with the teachers the direction and guidance of the pupils.

Today the purpose of the Association continues to be the education of the parents so that they may share in this responsibility. This is done by first, bringing about a close co-operation and understanding between the faculty and parents; second, by providing means whereby parents may meet and discuss matters of common interest; third, by developing increasing interest in education as a whole and thus serving the best interests of the pupils."

Art Library Committee

The paintings and pieces of sculpture which were loaned for the exhibition in Walling Hall were greatly appreciated. The exhibit caused some very favorable comments and the Art Library Committee wishes to thank the teachers and parents who so kindly contributed.

Some of the numbers of the file of the National Geographic Magazine have been borrowed and not returned. If the borrowers are finished with these copies, we would appreciate their returning them to the files.

EDUCATIONAL SERIES

Monday, December 4th—11:00 *a.m. to* 12:15

Clifton Utley will speak on current events.

GRADE MEETINGS

Twelfth Grade

On *December 13th, at* 8:00 *p.m.,* Mr. Smith, Mrs. Childs and Mr. French will speak to a meeting of Senior parents on the all-absorbing question of conditions in the men's and women's colleges this coming fall and thereafter. The meeting will be at the home of Mr. and Mrs. Walter T. Fisher, 949 Fishers Lane, Winnetka. While the meeting is primarly for parents, any Seniors who wish to come will be most welcome.

Ninth Grade

The first meeting of the parents of the Ninth Grade will be held on *Wednesday evening, December* 6th. Mr. Fred Fagg, Vice-President of Northwestern University will speak on "The Changes Taking Place in Higher Education".

Details of the time and place of the meeting will be sent by mail, but please remember the date and plan to attend.

Tenth Grade

The chairman of the Tenth Grade, Mrs. James Douglass Adams, is not listed in the telephone directory. For the duration Mrs. Adams is at the home of her parents, Mr. and Mrs. Charles T. Mordock, 645 Maple Street, and their telephone number is Winnetka 221, listed incorrectly in a previous issue of "Notes".

ACADEMIC DEPARTMENT

Middle School, Afternoon Schedule

With the close of the football season the Middle School afternoon schedule is changed. From Monday through Thursday the children have a free activity period from 3:00 to 3:40 o'clock and a final study hall between 3:40 and 4:30 o'clock. On Friday they will be excused from school at 3:00 p.m. Since the final study hall comes at a time when all Middle School teachers may be free to help the children, it is an unusally good opportunity for individual help with subject difficulties and with homework problems.

German Department

Students in the German classes will give the following programs:

December 5th, 11:00 a.m.—The Germanic Carnival and "Rauhnaechte" (the High School only)

December 6th, 11:00 a.m.—Austrian Niccolo (a costume sketch)
A scene from "Hansel and Gretel"

THE ROUND TABLE

For several years "Notes" has offered the Round Table column to the parents as a medium of expression on timely subjects. The mechanical difficulties which our printer has experienced recently, the limitations of both time and space, prevented the inclusion in the November issue of the following letter from a parent:

"Beggar's Night" has come and gone. Every year I am amazed at the amount of excitement that Hallowe'en produces. It seems to be second only to Christmas. Of late Hallowe'en is becoming overshadowed by "Beggar's Night", when "Treats or Tricks" is the spirit of the evening. Is this custom of going from house to house begging for a hand-out with a threat of harm to personal property, a normal outlet for childish mischief which we should smile and condone,or is it really a form of gangsterism which we are fostering by our acceptance of it? The custom of begging on a certain night seems harmless, and affords a lot of fun all around, but the label "Treats or Tricks" with an implied threat, is in direct opposition to the principles we try to teach, of consideration for others and respect for personal property."

A PARENT

CHRISTMAS TOY SHOP

Middle School

On December 18th, the parents and children of the Middle School will meet at the school for a six o'clock supper and an evening of work on Christmas gifts. This years efforts will be divided between the production of toys for the children in the city, and work on projects designed to make Christmas more cheerful in military hospitals.

"Bundles for America" has requested that all of the schools, grade and high schools, public and private, participate in the filling of stockings for disabled service men in the hospitals. Many of the children have volunteered to do this in addition to their other projects.

CHRISTMAS EXERCISES

The parents are invited to attend the Christmas Exercises. They will take place in the school auditorium, with the exception of the Santa Claus party which will be held in the Boys' Gymnasium. The youngest members of the family will especially enjoy the Party for Santa Claus. At this time he receives the gifts made by the children in the shop, and offers to distribute them in the city.

Wednesday, December 13th, at 11:00, Tableaux.....Art Majors I and II
Thursday, December 14th, at 11:00, Christmas Reading.....Mr. Smith
Friday, December 15th, at 11:00, The Origin of Christmas....German Class
Monday, December 18th, at 11:00, Christmas Music
Tuesday, December 19th, at 10:45, Santa Claus Party
Wednesday, December 20th, at 4:00, The Christmas Play,
"The Pageant of The Shearmen and the Tailors".....Ninth Grade

There will be a section of seats reserved at the Christmas Play for the parents and relatives of the Ninth Grade pupils.

THE CHRISTMAS PLAY

The Christmas Play this year comes from the Coventry Cycle. It was taken from the manuscript of "The Shearmen and Tailors' Guild". The play was first published in 1539, after many years of production in the historic streets of Coventry, England.

The play to be presented is a cut version of John Mason Brown's adaptation of the manuscript for the Harvard Dramatic Club. The presentation is made by the Ninth Grade, assisted by a chorus of upper classmen.

The study of the text and the background for it has been part of the work of the English classes which have been concerned during the fall term with mediaeval England. The planning of the setting and of the costumes, too, has been part of the Art program.

ATHLETICS

Basketball Schedule

December 15th—Concordia.....Here—4:00 p.m.
January 10th—Luther.....There—4:00 p.m.
January 12th—University High.....Here—4:00 p.m.
January 19th—North Park.....There—7:00 p.m.
January 30th—Latin.....There—4:00 p.m.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII JANUARY, 1945 Number 4

THE DANCE DILEMMA

There are many changes that are being brought about by the war, but there does not seem to be a change in the custom of running young peoples' dances on the "tap-in" or "cut-in" system. Such a change is long over due.

This method of conducting dances was invented in the east over thirty years ago, to take care of the large number of extra men at dances in college towns. It is absolutely essential that there be twice or three times as many boys as girls at the dances where this method is used or it will utterly fail and the dance becomes completely adhesive, for only a few girls will be able to change their partners. The rest of the couples will never change all evening.

The sad situation in towns like Winnetka, which are not college towns, is that there are no more boys than girls even in normal times. In war there are many more girls than boys, and there is some basis for feeling that after the war our basic population will contain a definitely greater number of women than men, just as has been the case in New England for over a decade.

If then there must be many more boys than girls at any given dance in order to make it a success, and there are actually fewer boys than girls in the community, what happens? The mothers of girls tend to give dances and will go to great lengths to get *all* boys to come, even importing them from other communities, and they will ask only a *small* portion of the available girls, leaving the others to sit home alone. Moreover, the girls who do go will protect themselves by refusing to go to the dance unless a boy agrees to escort them and to take care of them all evening.

This is a vicious circle, for many shy boys who would be willing to risk themselves at the dance alone fear to go with the added responsibility of beauing a girl, so they stay away. Other boys, having been spoiled by the knowledge of how great the demand is for their presence, lose interest and become indifferent, or are even embarrassed by the pressure that is used on them and stay away.

As long as the boy may "cut-in" on his favorite partner whenever he feels like it and as long as there are fewer boys than girls in the community, it would seem hard to expect any other result. One can't blame the boy for failing to see the matter from the point of view that his sister sees it when these two factors persist. When you add the fact, which exists at the present time, that no girl feels she may even go to a school dance unless some boy has invited her, it begins to look prodigiously unfair.

Can anything be done about it, or are we in the grip of social forces which we cannot control? It would seem to me that the first thing to do would be to abolish the "cut-in" system which requires more boys than girls to succeed. Since there *aren't* more boys than girls, that would seem to be obvious. During the holidays several hostesses did this quite sucessfully by reverting to the old program, or card dance system. This calls for a few extra men it is true, but nothing like the number required by the "cut-in" dance. Moreover, it provides a means for choosing different partners for every dance number, and as it is usually understood that no cuting-in will be allowed except during encores, the boy is more eager to secure his partner early to avoid losing her to some other boy. In this type of dance, the hostess may easily help take care of the girls having difficulty in getting started, for few boys will hesitate to try at least one dance with an unknown partner if he is sure he will be free to change after that. It is the fear of getting stuck that really worries him.

Any dance system will be successful which provides opportunities for different partners at frequent intervals, which allows the boys to choose these partners, and which does not require more boys than girls. These three conditions are not easy to meet.

If cutting-in were abolished one would have to provide some other way of changing partners and choosing new ones. This could be done, in fact, has been done in several communities, by creating a custom of the girls leaving their partners at the moment when the music starts to play for the next dance, but the card or program method would seem to be easier.

This does not meet the problem of the extra girls, however, which is the case in many of our grades where the girls out number the boys. Many years ago we inaugurated the policy of having the Junior Dance, which is the only formal dance of the year, given by the girls. This means that no boy may come unless he is invited by a girl. The girl also makes out his program for him. For this dance at least the girls are in control and the boys have to wait their turn. The effect of this has been good, but of course it does not solve the problem.

One other way to help the girls in their difficulty would be for the boys to realize a little more fully what it means to a girl to take part in dances. It certainly means as much to her as taking part in football, basketball and baseball games does to the boy. It hardly seems fair that she cannot even come to the dance unless a boy invites her. A boy would certainly feel cheated if his playing on a team were conditioned on some girl's willingness to come forward and sponsor him. So until Society sees fit to change the present rule, perhaps the boys could be more generous about bringing girls to dances. Just as they urge girls to all come out to a football game and support the team, so the boys, might reciprocate and all come out to the school dances and support the girls by bringing them and dancing with them.

The problem is a difficult one, and for girls, a very important one. It needs the thoughtful consideration of all the parents. Any suggestions or ideas for helping to improve this situation would be most welcome.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES

CLIFTON UTLEY — *Monday, January 8th,* 11:00 *to* 12:15

In our efforts to educate the children we try to teach them to be a good audience. These efforts do not always achieve the cooperation that we hope for, in fact, one small group of children who did not cooperate have been asked to remain in their room and will miss the next lecture. The parents will appreciate that we can help the children greatly to be cooperative if we ourselves are in our seats promptly.

Art Library Committee

There are eight new large prints, mostly by American artists in the Art Library. They were given to the school by Mrs. Philip Moore.

The National Geographic files in the Lower School library are still incomplete. Any of the following copies would be most gratefully accepted: all issues before 1915; July through December of 1918; September of 1926; February, August and November of 1927; April, August and September of 1929; February, March, June, October and December of 1930; June, July and August of 1932; November of 1934; February, May, June, July, August and November of 1935; February and October of 1936; May and September of 1937; August of 1938; and August to date of 1944.

SCHOOL CALENDER

School will begin after the Holidays on Monday, January 8th, at 8:30 o'clock.

HIGH SCHOOL EXAMINATIONS

The examinations for the High School will take place on January the 23rd, 24th, 25th and 26th.

Science Department

The science laboratory needs a cabinet for apparatus. If anyone has an unused bookcase looking for a home, Mr. Talley would appreciate hearing of it. A case with doors would be preferred if there were a choice.

ATHLETICS

Basketball Schedule

January 10th	—	Luther	.....There—4:00 p.m.
Januuary 12th	—	University High	.....Here—4:00 p.m.
January 19th	—	North Park	.....There—7:00 p.m.
January 30th	—	Latin	.....There—4:00 p.m.
February 2nd	—	Chicago Christian	.....Here—4:00 p.m.
February 6th	—	Francis W. Parker	.....There—4:00 p.m.
February 9th	—	Wheaton	.....Here—4:00 p.m.
February 13th	—	Todd	.....Here—4:00 p.m.
February 16th	—	Harvard	.....There—7:30 p.m.
February 22nd	—	Milwaukee C.D.S.	.....There—2:00 p.m.
February 24th	—	Milwaukee C.D.S.	.....Here—2:00 p.m.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII | February, 1945 | Number 5

APTITUDE TESTING IN THE UPPER AND MIDDLE SCHOOLS

Formal tests in schools are used in two ways: to indicate to the teacher or administrator the aptitude or readiness of the student for certain phases of academic work; or to help him to assess the degree of understanding or mastery of a subject which the student has achieved. One of the most valuable aids to constructive educational guidance that has appeared in the last generation is the development of aptitude tests. First tried out on a large scale in the last war, the technique has been so sharpened and refined that it is proving invaluable in the present military training programs. The early tests of this type were called Intelligence Tests and the performance of the testee on the entire test was averaged into a single number called the Intelligence Quotient or "I.Q.". I think that it is generally agreed today among psychologists that there is no such thing as *general intelligence* but rather that each individual is a composite of many varied intelligences, aptitudes, or abilities. Some of these aptitudes may be native, but by the time that the student is in school, and certainly by the time that he is in high school,many of the desirable academic aptitudes should have been acquired.

Early in the school year each student in our high school was given two tests of academic aptitude to give us some measure of his abilities and possibilities. One was a general test of scholastic aptitude, the American Council on Education Psychological Examination, the other a reading test, a recently revised form of the Iowa Silent Reading Test. In addition, each member of the ninth grade was given a standardized arithmetic test, and each tenth grade student, along with some of the ninth grade, was given a "Survey of Study Habits". The seventh and eighth grades were given the Secondary Educational Board Junior Scholastic Aptitude Test, and the eighth grade a form of the Stanford Reading Test. Other tests are given in the middle school at various times during the year.

The general scholastic aptitude tests gave measurements of six important academic abilities, three of which are quantitative or mathematical, and three of which are linguistic or verbal. Although the six scores may be combined and reduced to a single I.Q., separately they make available some analysis of the individual's strong and weak points. Likewise the Iowa Silent Reading Test measured the ability of the student in nine different phases of reading needed in school work. Thus by a study of the results we are able to get a comprehensive picture of the student's academic equipment.

The fall testing program was conducted with the asssistance of the Educational Records Bureau of New York, which the school has again joined. After being administered most of the tests were sent to the Bureau for scoring and analysis.

The Bureau is a service and research association of schools and colleges, organized in 1927 "to assist member schools in securing reliable and comparable measurement of the native capacities and academic achievements of their pupils". The membership includes about four hundred institutions, among which are most of the important independent secondary schools of the country. One hundred and twenty-two independent schools participated in the Bureau's fall testing program this year. By the percentiles and norms computed by the Bureau the performance of each individual is measured against the standards set by the students in that grade in all the other independent schools participating, a much more valid and useful criterion for us than the dead level average of the general population used as the theoretical basis for computing an "I.Q."

Although these tests are of the type called "group tests", being administered to a large group of students at the same time, we feel that, with the expert analysis they receive from the Educational Records Bureau staff, they indicate about as accurately as possible the academic aptitudes of those students, with the usual strengths and weaknesses. Occasionally an exceptional child or one with a special problem may need further and individual examination and diagnosis by a specialist in the field.

In giving the "Survey of Study Habits" to a section of the Upper School we were cooperating with the Bureau in one of its research projects. The questionnaire was not a test in the usual sense but an attempt to devise an instrument by means of which the school may help the student to analyse his study procedures and counsel him concerning their improvement. The school has always given a great deal of attention to the development of good study habits. If this test proves to be a useful tool to assist us in this important responsibility we can use it with the rest of the high school also.

Let me close with a word of caution. While these aptitude tests have proved invaluable in educational guidance, in evaluating the student's achievement and in estimating his possibilities, they are far from being an exact measure. They are still little more than a rough estimate. Because of the undue importance frequently given to the results when they are reduced to a numerical "I.Q.", the school does not usually give out this figure for any student. Success in school work, as in life, depends upon so many factors of personality and advantage that are too intangible to be measured at all. Such qualities as initiative, self-discipline, high standards of understanding and achievement, independence, and common sense are just as important as ever. In evaluating a student's work the fundamental question is still the same as it was in the old parable, "What has he done with the talent that was given him?"

LEWIS A. TAYLOR

THE TESTING PROGRAM IN THE LOWER SCHOOL

The testing program in the lower school is designed to give the teacher all possible help in knowing the academic and intellectual capacity, attainment and needs of each child. The purpose of the tests is to supplement and clarify the classroom and general observations of the teacher and so be of direct benefit to the development of the child.

While no test is infallible, because many diverse factors influence the results, they are a useful and as nearly accurate guide as present-day scientific study has produced.

The results of the tests given are embodied in the general picture that the school has of the child. The crucial points shown by them are included in the regular conferences between parent and teacher on the child's adjustment and progress in the school.

The tests administered are of three types: 1. Mental Aptitude. 2. Readiness. 3. Achievement. (1) Every new child and each child as he enters first grade is given, sometime during the year, a mental aptitude test. The one we use is an individual test administered by an expert who comes to the school especially for this purpose, (and for which there is necessarily a charge). The test indicates mental capacity and the child's habits of thinking. (2) Reading Aptitude tests are given inclusively with some of the reading achievement tests in the general school program. Toward the end of the senior kindergarten year a Reading Readiness test is given that predicts the child's readiness to read and the difficulties he may have, if any. This is an aptitude test which can be given also in any grade below third grade either individually or as a group when analysis of reading difficulties is desired. In grades above the second grade, a group diagnostic reading aptitude and achievement test is of great assistance in analysing each child's needs and difficulties, if any. This particular test is for grades three through ninth. It includes spelling and arithmetic computation. (3) During the latter part of the first grade and in the second and first half of the third grades a test is given to show achievement in reading - word, sentence and paragraph. Other reading tests are given if more information is needed and it seems advisable. A general achievement test is given in the fourth and fifth grades which includes a less diagnostic reading test than the one mentioned above, merely testing for paragraph and word meaning, but also testing achievement in language usage, arithmetic reasoning, arithmetic computation, literature, social studies, elementary science and spelling. These tests give us information as to where the child stands in relation to his own capacity and where he stands in relation to the grade in which he is.

If for any reason a test or the observation of the teacher gives rise to the question that there may be a reading difficulty in the case of a child, a difficulty which will handicap not only his achievement in actual reading lessons, but in all subjects involving reading, as well as his adjustment and personality, that child is given certain individual significant things to do and read, by the head of the lower school. She then makes recommendations to the teacher and the parents as to how the difficulties may be solved. Sometimes a visit to an oculist who is a specialist in the field of young children in relation to near-vision and the reading situation seems advisable. Before this recommendation is made however, the remedial reading specialist is consulted and often tries out the child also, to determine what type of help may be needed. Sometimes the combined suggestions result in certain types of help that the classroom teacher can give within the classroom.

The results and analysis of all the tests are kept in the school files to be consulted by each teacher of the child for her use in planning present and future work.

GLADYS L. ADSHEAD

EDUCATIONAL SERIES

CLIFTON UTLEY — *Monday, February 5th,* 11:00 to 12:15

ART LIBRARY COMMITTEE

One of the parents of the school, Mr. David M. Hirsh, has given the school a collection of very large photographs of varied subjects which will be of interest to all ages of school children. They are mounted and framed and many of them will be on view in the Auditorium late in January. After the exhibit these photographs may be used by the teachers or grades at any time. The pictures will be kept in Walling Hall as the cabinet space in the Art Library is limited.

FACULTY TEA

A tea will be given for the Faculty on *Monday, February 5th,* at 3:30 in the Art Library.

ATHLETIC COMMITTEE

The Athletic Committee is sponsoring a "Sports Smoker" on Wednesday evening, *February 14th, at* 8:00 *o'clock* in Walling Hall, Mr. Smith, Mr. Anderson and Mr. Harritt will speak. A professional movie will be shown, "Sports Highlights of 1944", and refreshments will be served. The fathers of all of the children now in the school, the fathers of alumni, as well as the fathers of prospective students are cordially invited to be present.

ST. VALENTINE'S DAY EXERCISE — *Wednesday, February 14th at* 11:00 o'clock in the Auditorium.

WASHINGTON'S BIRTHDAY PLAY — *Wed. February 21st at* 11:00

WASHINGTON'S BIRTHDAY HOLIDAY — FEBRUARY 22nd TO FEBRUARY 25th INCLUSIVE

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII March, 1945 Number 6

THE MEANING OF MARKS

Now that the Mid-year Reports are completed, and sent to the homes, the question of the purposes and significance of a marking system naturally arises in the minds of parents, pupils and teachers. Any method of marking students is difficult to devise so that it will be fair, accurate, and convey to the reader the true picture of the pupil's progress, without also introducing many unfortunate concomitants which may actually impede his development.

There is no question that the pupil and his parents should have from time to time an accurate account of his academic progress. Most good schools, however, agree that that alone is not only not enough, but also may be unfair to the child, for it does not give the whole picture and often leaves out its most significant characteristics. Naturally, the parent and pupil want to know the student's position in relation to the others of his age and grade and whether or not his progress is more or less rapid than the average. These facts they are certainly entitled to know, and it is to meet this need that the classification under "achievement" is stated.

The "achievement" mark is entirely objective and is assigned by the teacher entirely on the basis of actual performance on the part of the pupil, regardless of any other factors such as persistence, energy etc, or the lack of them. There are four satisfactory groups in this rating. If the pupil's actual achievement and skill in the subject under consideration is such that, provided he continues at his present rate, the teacher would be able to certify him to a good college as ready and able to continue the study of this subject with expectation of success, in other words, would be able to grant him credit for college admission, then his work is classified as "Creditable."

If, however, his work is less able than that, although not actually failing, he is rated as "Weak, but passing" or "Weak Pass." (At several colleges, such as Harvard, the phrase used is "Passing, but not satisfactory"). It is well to remember that assignment to this classification does not necessarily entitle the student to continue this subject into its more advanced stages the following year. It may indicate that, although the student has met the minimum requirements of the subject so far, he has not shown enough proficiency to enable him to continue the study into its higher and more difficult sections.

For those whose work shows ability and accomplishment above the "creditable" level there is the honors group of "High" and the highest honors group of "Excellent", the latter being awarded only to one or two individuals in a class.

But these "Achievement" marks only tell part of the story. The student's effort and the extent of his persistence and courage should certainly be considered. This is done with the same classifications under the heading "attitude and effort" and should be recognized by the parents as of equal or even greater significance than the achievement rating.

Of course, if a pupil is failing in his work or for any reason it is "Not Satisfactory", that classification is assigned under either or both headings and is descriptive enough to need no further explanation.

But probably the most important part of the report is the descriptive comment made by each teacher in which an attempt is made to give a clear picture of the student's whole condition, bringing out the strong and weak points of his work and suggesting ways of helping him when necessary. The School pioneered in evolving this type of report and met with much opposition at first, for of course, it entails much work on the part of the teacher and requires that a teacher be discering and discriminating enough to make accurate and valuable analyses, a quality which many otherwise satisfactory teachers sometimes lacked. It was found however, that the very act of thinking through the pupil's problems and forcing such analyses as this type of report required, helped the teacher to a far better understanding of her students and brought about steady growth in the teacher as well.

Some parents, on the other hand, did not want to be bothered with so much detail. They seemed to resent knowing too much about their children, or were bewildered by it, and even implied that it was not the teacher's business to be concerned about anything in the pupil except the skill with which he did his lessons. The "Willie ain't no rose; learn him, don't smell him" story seemed to apply.

Today, such objections are very rare. Almost all schools use the comprehensive type of report and parents are more anxious to have as complete a picture of their children as they can. Some, however, do ask occasionally for a "more definite mark, like the percentage system." They seem to feel that if Johnny brings home a mark of 60 in Arithmetic, then they know exactly where he stands. But do they? If Johnny got 60 per cent in Arithmetic, then 40 per cent of his work must be unsatisfactory. Is this due to carelessness and sloppy habits? Or might it be that Johnny does not know the multiplication tables very well — two very different situations. Or perhaps Johnny is very poor at arithmetic but works very hard. On the other hand, he might be very quick at figures and works almost none. Each of these conditions might well result in a mark of 60 per cent and the parent would be completely in the dark about it. No, a percentage grade is only an average and averages are highly deceptive. Its seeming definiteness is only an illusion.

The parents are certainly entitled to know the teachers' best judgment as to the pupils progress, and stated periodical reports seem to be the best means of conveying this information, but marks are dangerous toys and should be understood fully and used carefully and cautiously by both parents and teachers or they may actually impede the pupil's progress.

They are a record of progress and not primarily a method of stimulating the pupil to work. The mark itself should never be the motive for work, any more than one heats a room to make the mercury rise in the thermometer. To tell a boy that you will give him a dollar if he raises his mark, places the emphasis in exactly the wrong place, i. e. on pleasing the teacher, not on learing the subject. The efforts of a good teacher are all directed toward helping the pupils to master the subject itself and a truly great teacher will go beyond that and develop an attitude in the pupil which will lead him to so love the subject itself that he carries on in that field after he has left school and is on his own. If the pupil should form a habit of working rather for the mark itself, it stifles outlets in the direction of working for one's own satisfaction in the mastery of the subject. Moreover, by implication, it creates an impression that the subject itself is not worth working for, since a bribe or reward or mark must be offered to induce one to do his best work. No one suggests marking a boy on his skill in football or the opera. Marks misused may systematically cultivate selfishness.

The greatest danger, however, is in using marks as a competitive measure. Class ranking lists, prize competitions, etc., produce an illusion of work on the part of the pupils, but often form habits of anti-social and self-seeking aggrandizement. There is plenty of chance to compete in the modern world and our boys and girls must learn to handle themselves well and wisely in these natural com-

petitions. But we do not need to add *artificially* extra opportunities. If anything extra is to be added, would it not be far wiser to create additional opportunities, not for learing satisfaction from getting *ahead* of others, but rather the far greater satisfactions that come from getting *along with* others and especially helping each other? In the postwar world it would seem that this latter ability will be vital to the bringing about of a lasting peace.

PERRY DUNLAP SMITH

HOLIDAY TRAVEL

Last week the students at Andover, Massachusetts voted to forgo their entire Spring vacation so as to help lighten the load on the railroads which has reached a critical stage.

Most of the other New England schools are following their patriotic example. Skidmore College in Saratoga, New York has forbidden even week-end travel to New York City in order to help relieve the situation.

In the face of such drastic voluntary measures on the part of boarding schools, it would seem unwise for students of day schools to add to the difficulties of the railroad's war problems by planning travel during the spring vacation especially to Eastern or Southern points where military traffic is heaviest. Our School will be joining the other cooperating schools of the country if its pupils abstain from railroad travel during the vacation.

THE HOUSING SHORTAGE

Last fall several of our new teachers found it almost impossible to find a place to live within commuting distance of the school. Mr. and Mrs. Clevland Thomas and their two small children had the utmost difficulty in securing anything for several months. The help of several interested parents was finally responsible for solving their problem in, at least, a partially satisfactory manner. They are now thankful to be living in a remodeled hardware store in Northbrook. It is not too early to begin looking for something more suitable for next year. If any of the parents know of any small apartment not too far from the school Mr. Thomas would be most grateful to hear of it.

PERRY DUNLAP SMITH

THE OPERA
"THE PIRATES OF PENZANCE"

The annual Opera Production is now in rehearsal and will be presented on the afternoon of *March 22nd* and the evenings of *March 23rd and 24th.* "The Pirates" is one of the best known of all the Gilbert and Sullivan operas, and was first produced in New York in 1879; the first London performance did not take place until four months later.

This production is a project involving the entire High School, a large number of parents and many of the Faculty. Owing to the limitations of the stage, it is impossible to include the Ninth Grade girls in the performance; however, they attend rehearsals and learn the music, and, after a course under Miss Radcliffe, act as a make-up crew for the chorus. Except for the stage-manager and his staff, practically every boy and girl in the High School appears in performance as soloist, or member of the chorus, or member of the orchestra. It is our policy to assemble, if possible, two complete casts of principals, in order to give as many students as possible the opportunity to play a leading part; at the same time the problem of understudies is solved. The principals are chosen for their ability not only to sing but to act the part; their ability to hold a part in an ensemble, and their willingness to work as part of a team.

The scenery is designed by the students under the guidance of Miss Bacon, and is built at school by the stage-crew. The costumes are in charge of one of the Parents' Association Committees headed by Mrs. Rufus Jeffris. The Costume

Room under the care of this Committee, contains sets of costumes for almost every opera in our repertoire; these costumes are refurbished and fitted, and where necessary, new ones are made. The business management, including ticket sales, is in the hands of students working under the supervision of Mr. Anderson and Mr. Livermore.

Mark the dates on your calendar — Friday and Saturday, *March 23rd and 24th* — "The Pirates of Penzance".

HIGH SCHOOL ART DEPARTMENT

The Art Department is very busy just now with plans for the Opera. As you know we design, construct and paint the scenery. It is something of a problem to arrange elevations so that the singers at the back of the stage may be seen, to plan something simple enough to shift easily and strong enough to last through the performances. There are properties to be made, such as candle sticks, policemens' clubs and weapons for the pirates. The girls are arranging the costume line-up and choosing bonnets! Then too, there are posters to be made.

LIBRARY COMMITTEE

WANTED—MISSING LIBRARY BOOKS

If you find any libary books when looking over your shelves please send them to the library as soon as possible. A book is just as valuable to the library if it has been missing several years as several weeks. We want them *all* back. The school has a fine library; it is constantly used by the students and faculty. Everyone knows how easy it is for books to be mislaid, put away on shelves or forgotten. Your help in getting them back into circulation will be very much appreciated.

The School Library would appreciate regular donations of Fortune Magazine, Life, Time, or National Geographic from subscribers who have no further use for the magazines. They should be sent to the Library Committee, Miss Gilbert's room, Dunlap Hall.

EDUCATIONAL SERIES

Clifton Utley — Monday, March 5th 11:00 *to* 12:15

THE PARENTS' ASSOCIATION

SIXTH GRADE

Mr. Smith will speak to the parents at a meeting to be held on *Wednesday, March 7th,* at 8:00 p.m. at the home of Mr. and Mrs. L. L. Murray, 93 Indian Hill Road, Winnetka.

ELEVENTH GRADE

A meeting of the parents of the Eleventh Grade will be held on *Wednesday, March 7th,* at 8:00 p.m. at the home of Mr. and Mrs. Melvin E. Carlson, 172 DeWindt Road, Winnetka.

Dr. Neumann will speak about American Education.

HIGH SCHOOL EXAMINATIONS

High School examinations will be given on *April 2nd, 3rd, 4th, and 5th.* The School will be dismissed at noon on *April 5th.* Classes will reconvene on Tuesday morning, *April 17th, at* 8:30 *o'clock.*

The School will deeply appreciate the donation of a 1942 "Mirror" in order to complete its files.

The Alumni Bulletin is coming out shortly mailed under a special permit. If you wish to forward the Bulletin additional postage will be necessary, therefore, we suggest that you check with the Post Office for the correct amount before remailing.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII April, 1945 Number 7

DISCIPLINE IN A FREE SOCIETY

As the war continues its bitter and relentless course, inching towards its inevitable outcome, a surge of resentment rises both at home and on the fighting front at having to prolong the agony in spite of the certainty of its outcome. Letters from our graduates on the front contain more and more references to hatred of the enemy for having continued the hopeless slaughter. This is very understandable and one sympathizes with it fully.

At home, the same resentment is coupled with a determination that this sort of catastrophe shall never be allowed to happen again. This, too, is entirely understandable and right, but some very loose thinking seems to be popular whenever suggestions are made as to how to bring about this wholly desirable end. One hears on all sides proposals put forth as if the matter were so simple that it could be controlled merely by changing a single factor. Many people seem to feel that they have a panacea that will cure all the World's ills if only everyone else would adopt it, and very frequently this panacea turns out to be "Discipline".

There has been much written in the public press of late purporting to show that "lack of discipline" in homes and schools is the major cause of our trouble; and exhorting one and all, but particularly the schools, to apply "discipline" to the children. Then, it is assumed, all will be well.

It would be fortunate indeed if the matter were as simple as that, but certainly this is no time to indulge in the wish-thinking so well typified by these very articles. For the one thing they seem to have in common is a failure to think the problem through or even to be clear what they themselves mean by the word "discipline". The dictionary gives at least three distinct meanings for the noun, varying from "punishment", to "obedience", and "moral training or education". It is hard to tell which one is being used at any one time, but most often the authors of the current panacea articles seem to mean punishment. There is a threat of the use of force and compulsion implied throughout, that smacks decidedly of the Facist school of thought.

Somehow in war it is easy to fall into the enemy's way of thinking. Authoritarianism always looks enticing when one is feeling powerful enough to dictate to others.

But there is much thinking going on about this subject by more careful and scientifically minded teachers as well as by the more superficial type of newspaper writers and parents bewildered by their offspring. The National Education Association has just published a remarkable pamphlet (cost 50c) on "Discipline for Today's Children" which starts out by defining meanings carefully and then gives much practical advice and helps to parents and teachers, taking up specific situations and conditions. The authors, both Fellows of the General Education Board, (Rockefeller Foundation), point out that before we start to "discipline" a child (in the sense of training him) we must first be very sure of our objective in this process. The type and method of discipline used depends completely on that. Also our judgement of the extent of our success or failure to discipline is entirely conditioned by our objective.

In these days we are hoping to create a social order in which it will be possible to live as free individuals, yet recognizing the interdependence of all peoples and nations so that we may build a lasting peace. Whatever form of discipline we use must be directed toward that aim. And yet we hear on all sides, the demand for the unthinking obedience based on force and fear of punishment which Hitler has so ably demonstrated will lead straight toward a totalitarianism state.

The other extreme of a "laissez-faire" training would be equally disastrous. But if we are to create self-respecting individuals who will also respect the rights of others, mere obedience is not enough. Jacques Barzun, in his new book "The Teacher in America", which is receiving wide acclaim throughout the country, points out that too many Americans have come to regard Education as a science that "is to do everything the rest of the world leaves undone". He says that too often we forget that our education does not stop when we receive our college diplomas, but is a continuous process for which each one is responsible throughout his life. He calls it "a lifelong *discipline* of the individual *by himself*, encouraged by a reasonable opportunity to lead a good life". (italics mine).

This definition seems to me to make the matter clear. If we think of discipline first in terms of disciplining one's own self, and not quite so much in terms of forcing compliance on others, we will then not only be able to help our children to learn to do the same thing for themselves, but also we will have gone far toward giving them "a reasonable opportunity to lead a good life" and to lead it more abundantly.

PERRY DUNLAP SMITH

EDUCATIONAL SERIES 1944-45

Monday, April 30th, *at* 10:55 - 12:15 — Mr. and Mrs. Ramkrishna Shahu Modak

Parents of the School and all of the subscribers to the Educational Series are invited, without charge, to attend an additional lecture of interest, "Living India", given by Mr. and Mrs. Modak.

Ramkrishna Shahu Modak is a native of British East India, has served as a Member in the Bombay Legislative Council and as a director of religious, civic and educational groups in India. Manorama Modak is an American, a graduate of Oberlin College and Columbia University, and has been active in social and educational work in the United States and in India.

East Indian songs, the demonstration of civil customs and various religious ceremonies will be portrayed in costume.

The interest shown at the two performances, given earlier in the year by Mr. and Mrs. Modak at the Chicago Natural History Museum, was so great that they have been requested to return for a third time.

THE PARENTS' ASSOCIATION

The Spring Meeting of the Parents' Association is to be held on *Easter Sunday, April 1st, at* 4:00 in the School Auditorium. The School has been fortunate in securing the famous philosopher, Harry Allen Overstreet, to speak on "Youth's Adjustment to Tomorrow's World". Mr. Overstreet was formerly Head of the Department of Philosophy and Psychology at the College of the City of New York, a former president of the American Association for Adult Education and has served as a director for the Association's summer sessions held at the University of California and at Harvard; a member of the lecture staff of Town Hall and the School for Social Research. Mr. Overstreet is the author of "Influencing Human Behavior" and "About Ourselves".

This meeting offers an opportunity to the parents to invite guests to hear Mr. Overstreet and for those guests who are interested to view the school buildings and grounds.

Immediately following the talk, tea will be served in Walling Hall.

GRADE MEETINGS

Third Grade

On Wednesday evening, April 18th, at 8:00, Mr. Smith will speak to the parents of the Third Grade. The meeting will be held at the home of Mr. and Mrs. Guy A. Osborn, 1180 Hill Road, Winnetka.

HIGH SCHOOL EXAMINATIONS

The examinations for the High School will be given on *April 2nd, 3rd, 4th and 5th.*

SPRING VACATION

The School will be dismissed for the vacation at noon on *April 5th.* All classes will reconvene on *Tuesday, April 17th, at* 8:30 *o'clock.*

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII | May, 1945 | Number 8

EXPEDIENT HONOR?

There are, in these confusingly tense and critical days, so many matters which cause concern to us all that it is hard to know to which problem to give our attention first. If we are perplexed, it must be doubly bewildering to the children to whom the world of adults, even in so called normal times, seems an illogical and uncharted region. But there are always the eternal verities, the lasting values, the basic truths which do not change and which we sometimes take so much for granted, especially in times like these, that we forget that they too have to be learned and appreciated anew by each generation.

Such is the matter of a sense of honor. All delightful and well meaning people are expected to have it in a high degree. It is assumed as a matter of course. To suggest that a boy or girl of sixteen or seventeen whose parents are well educated and respected citizens of the community is even slightly dishonorable in conduct would be a serious breach of etiquette. Hence teachers and parents alike are inclined to assume that high standards of honesty are present in such children and to turn their attention to teaching them other rather more obvious and less delicate things.

Any student of child psychology knows that no child is born with a sense of honor. It is not an instinct inherited from the past. It is a habit of thought and action that must be carefully, patiently, and understandingly taught. Many a child at high school age has not learned it, especially during war-time; and, when so many moral codes are seemingly upset, children are badly confused on this point. Expediency seems much more important. Certainly we adults give them plenty of examples of acting from the more expedient point of view rather than from a sense of honor. Call it being practical or realistic if you will, but to the child it looks very much the same.

It is not surprising then that in these times we should find an apparent letting down of a sense of honor among our children. Equivocation, dissembling, telling only part of the truth, etc. are on the increase. We must redouble our efforts to meet this danger, for being as subtle and persistent as it is, it can not be successfully met by either the school or the home working alone. It will require the best efforts of both in close, prompt, and concerted action. What should be the actual means and methods used will have to be determined by the special conditions in each case, but the first step is an awareness of the danger and of the vital need to create standards in the child.

The colleges now ask specifically about this point. The Entrance Application blanks which the School must fill out have questions like this, "how completely do you put trust in the statements of this student?" or "To what *extent* do you

place full confidence in his integrity and truthfulness and in the honesty of his school work?" "Have you ever found this student's statements unreliable?" Others define degrees of reliability and require the school to indicate which one most closely resembles that of the applicant as follows: 1. "Very unreliable", 2. "reliable, except when under pressure", 3. "means well but lacks courage", 4. "usually reliable", 5. "has strong sense of honor, but is sometimes careless", 6. "may be relied on absolutely". The School, too, has to remember its sense of honor in giving a complete picture of the student to the college; but, on the other hand it must not be unfair to the student. When however a student in the upper grades of High School hands in written work which is not his own and then defends himself on the basis of having been caught in a panic because he feared the consequences if a low academic grade were sent to the colleges, (which has happened of late) it would seem that he had failed to complete his training in the matter of a sense of honor.

In recent years we have tried to be so scientifically objective and impersonal about life that perhaps so idealistic a matter as a sense of the importance of always telling the truth, *especially in the face of disagreeable consequences,* may have become somewhat oldfashioned.

If so, it would seem that it is high time to revive the quaint custom of integrity, for surely there never was a time when the world more needed men and women who could trust each other to the full without fear or favor. Here is a task to which both Home and School might well address their best thought and energies and at once.

PERRY DUNLAP SMITH

COLLEGE BOARD EXAMINATIONS

For the Parents of Juniors

The Scholastic Aptitude Test will be given to all Juniors by the College Entrance Examination Board on *June 2nd.*

All girls who plan to take the examination should file an application for admission in some college during the next two weeks.

The Women's Colleges do not wish the girls to take any other Entrance Examination at the end of the Junior year except this Scholastic Aptitude Test. This is contrary to the custom and advice of only a few years ago. The Men's Colleges however, have no such regulation. Junior boys may take other examinations, if they wish, in addition to the Scholastic Aptitude Test.

It is advisable and most helpful for all students who expect to take Entrance Examinations at the end of the Senior year to have had the experience as Juniors. It is especially valuable because nothing is at stake. If, as Juniors, the record is very high, as Seniors they may be excused from repeating the Scholastic Aptitude Test. If it happens that the results are not too good, the colleges, universally, strike out the record and allow one, as a Senior, to try again with absolutely no prejudice held over from a weak Junior score. With such an unbiased attitude on the part of the Colleges, one feels secure in going ahead and learning all one can about the examination because experience in taking it helps more than any other one thing.

Mr. Smith or Mrs. Childs will be glad to talk with parents, by appointment, on the choices of colleges or on the examinations.

MRS. CHILDS

THE PARENTS' ASSOCIATION

The Annual Meeting of the Parents' Association will be held on May Day, in the Auditorium, immediately following the picnic luncheon. All parents are invited to attend this meeting, at which time the officers for the coming year will be elected. Please plan to be present!

Office Committee

The articles in the "Lost and Found" (located in Knollslea Hall), are many and various. We ask that the parents or the children come to the office to claim their possessions very soon. On May Day the items in this "collection" will be displayed for inspection, those remaining unclaimed at the end of the day will be returned to Knollslea. At the close of school in June any material which has not been called for will be distributed to relief agencies.

High School Library Committee

Due to the very generous response to the request for magazines the High School library is now well supplied and will not need any more magazines this year.

At the end of the school year an inventory of the library will be taken. Books that have been lost during the year and have not been found at this time will be replaced by the school office and charged to the student's account. A reminder of this at home will, I am sure, keep our list of lost and mislaid books down to a minimum.

Art Library

The Art Library has two new books, one on Hans Memling and the other has reproductions of all the etchings of Goya. The books were given by Mrs. Rufus Jeffris and are a fine addition to the collection.

The following prints are missing from the Art Library: "Madonna" by Baldovinetti; "Lady with a Fan" and "Guitar and Violin" by Picasso; "Goldfish" by Matisse; "Portrait of Cardinal Richelieu" by Champaigne; "Virgo unter Virgines" by David; "Port of Honfleur" by Marquet; "Baltimore Oriole" and "Blue Jay" by Audubon; "Danse dans le Pavillon" by Watteau; "Aqueduct" by Cezanne; "Le Poete et la Muse" and "The Wedding" by Henri Rousseau; and a large picture of the Fordson Plant designed by Albert Kahn. These pictures have been missing for a long time. If they could be found and returned it would be greatly appreciated.

The files of the National Geographic in the Lower School Library are incomplete. Mr. T. D. Eliot contributed eleven copies which have helped considerably. Copies of the following issues are missing: all issues before 1918; September of 1926; June, July and August of 1932; May, June, July, August and November of 1935; February and October of 1936; May and September of 1937; August of 1938; March, September, October, November and December of 1944; and up to date of 1945. Would someone like to donate these issues to the Library? They would undoubtedly be used to great advantage.

IMPORTANT DATES ON THE SCHOOL CALENDAR

Decoration Day Holiday — *Wednesday, May 30th.*

High School Examinations — *Thursday, May 31st; Friday, June 1st; Monday, June 4th; Tuesday, June 5th.*

MAY DAY

May Day is to be *Friday, May 18th.* The Tenth Grade girls are in charge of plans for the day, under the chairmanship of Nancy Clark.

There will be a play by the Fifth Grade, in the Auditorium at 10:30 a.m. This will be followed by folk dancing on the green, east of Dunlap, by the whole school. About 12:30 all will join in a picnic luncheon, under the trees on the east side of the campus. Each pupil will bring his own lunch but milk and ice cream will be served at the school.

All parents and friends of the School are cordially invited to spend the day at the School and to join their children and friends in the picnic lunch.

There will be no afternoon classes but a brief Parents' Meeting will be held. Following this, the mothers of all Seniors meet with Mrs. Childs and Miss Wied to discuss plans for Commencement Week. At the same time, Junior mothers meet with Miss Gilbert to arrange for the Class Day Luncheon of *June 6th.*

Detailed notices of May Day and Commencement Week will be mailed to all parents before May Day.

The Senior Play — "The Royal Family"
Friday, May 25th and Saturday, May 26th at 8:15 in the Auditorium

MUSIC DEPARTMENT

The A Cappella Singers, following their appearance at the Cliff-Dwellers Club on April 27th, will give a concert at the Chicago Fortnightly on May 3rd. All fees received for public appearances are sent to the Armed Forces Master Records Committee. Through the efforts of this organization, three libraries of phonograph records, given by the A Cappella Singers, are now in service—one with the Seabees, one on a merchant ship in the Pacific, and one on board a submarine.

OPERA ENCORE

On Tuesday, April 10th, twenty-two students went with Mr. Duff to the Hospital at Fort Sheridan, where they gave a performance of "The Pirates of Penzance", in costume but without scenery. The Red Cross program chairman wrote later that week;—"The boys and girls in the cast gave a splendid performance, and more than compensated for the lack of sets. Please thank them all, and tell them that they gave exactly the kind of show that we like to bring to the boys in the Hospital".

BASEBALL SCHEDULE

May 1	—	Wheaton	Here
May 5	—	Todd	There
May 11	—	Luther	Here
May 15	—	Harvard	There
May 19	—	Milwaukee C. D. S.	There
May 21	—	Concordia	Here
May 25	—	Latin	There

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VII June, 1945 Number 9

PRINCIPLES FOR RECONVERSION

The final number of our Parents Notes for this year goes to press just three weeks before Commencement. The school year is practically over and there is a reasonable prospect that our next school year will be the first of the reconversion to peace era. We have already gradually but steadily been shifting the emphasis in our school work from training for war to training our boys and girls to play an understanding and effective part in a world which is determined to stay at peace and recognizes the problem as one of world unity and cooperation within the framework of the rights of man.

These principles are, strangely enough, the very ones laid down by the great leaders of the new education in 1898; John Dewey, Francis Parker, Frank McMurray, William Killpatrick and the others; when they insisted that the child's individuality should be respected and at the same time he should be constantly taught that his highest duty was to be of use to his fellows. They preached that no one learns unless he is allowed to practice what he is learning; and that to teach democracy in a school room in which the entire atmosphere was autocratic was futile and senseless. That to regiment a child so that he lost any opportunity to exercise initiative, except by stealth, did not make a good citizen of a democracy, but rather an easy prey for facist demagoguery.

The war seems to have confirmed many of these theories. Carlson's Raiders achieved their remarkable state of vigorous initiative and courage through a carefully worked out program quite unique in military methods. As described in a recent article in Fortune magazine, this type of training differed from the conventional army course in recognizing and respecting the rights of the individual's personality and giving many opportunities for its expression, even through such "Progressive" media as art, music and poetry. There were discussion groups and seminars for the purpose of working out together problems of the platoon or company, which sound strongly like some of our own town meetings. The astonishing fact about the results of such unorthodoxy was, not only the extreme bravery and efficiency of these soldiers, but the fact that compared to the other regiments who shared the extremes of jungle fighting with them the number of men who broke under the strain of battle was astonishingly low.

The question of discipline in schools has been often argued and with diametrically opposed conclusions as the result. The fact of the matter is, as far as I have been able to judge it, that there is a place for both kinds of discipline, the

instant, unquestioning and willing obedience to an order and also the selfdiscipline which comes from within a man through having schooled himself to think and to sacrifice and to consider others besides himself. The important thing is that he should understand clearly the difference between these two types and know when to apply each. We blame the German people, and rightly, for having failed to question the orders of the Gestapo to assist in committing atrocities. We will not accept their excuse of having been trained to obey orders implicitly and yet I have learned the same persons are most violent in accusing the Germans of lack of character in not questioning the orders of their superiors, equally violent in accusing our American schools of lack of character for not teaching and insisting on exactly the same type of blind obedience to our children.

In the years ahead we must try to see clearly these distinctions. An atrocity committed by an ally is no less an atrocity than it was when a Nazi perpetrated it.

We must help our boys and girls to form the habit of seeing clearly into the heart of such questions; of setting up standards for themselves to which they will cling even in the face of death and of recognizing the responsibility of each of us for the welfare of all others no matter what the difference of color or creed.

This year the students have perhaps worked more earnestly than ever before. There have been undercurrents of tension and strain which broke through to the surface occasionally, but they have kept their heads well through it all and have made a good start toward becoming responsible citizens in a world at peace. The Seniors have done well as leaders. Their results in the academic field have also been unusually good. Almost all the boys have already heard from their college applications and have been accepted as follows: four at Harvard, three at Princeton, one at Wesleyan, and one at Oberlin. Word has just been received from most of the major women's colleges where our senior girls have made application. To date we have had no application refused by an examining college and only one placed on the waiting list. Several girls were accepted by three colleges. The results so far received are as follows: three girls accepted by Vassar, two by Wellesley, one by Smith, one by Connecticut, two by Sweet Briar and two by Wheaton. The class and school may feel unusually proud of their achievements this year.

PERRY DUNLAP SMITH

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THE NORTH SHORE COUNTRY DAY SCHOOL

PARENTS' ASSOCIATION

OFFICERS AND CHAIRMEN FOR THE YEAR 1945-1946

Edwin L. Brashears, *President*.....484 Cedar Street, Winnetka 3227
David W. Kimball, *First Vice-President*....132 DeWindt Road, Winnetka 3313
Edward R. Adams, *Second Vice-President*....200 Woodley Road, Winnetka 398
Mrs. Malcom D. Haven, *Secretary*.....569 Hill Terrace, Winnetka 1268
Mrs. Eugene F. Williams, *Treasurer*.....123 Melrose Avenue, Kenilworth 1769

Executive Committee - (*At large*)

Mr. Norman W. Harris.....594 Spruce Street, Winnetka 1653
Mr. Marquis Bowman.....114 DeWindt Road, Winnetka 2003
Mr. Ben A. Harper.....1096 Laurel Avenue, Winnetka 3440
Mrs. John K. Notz.....90 Locust Road, Winnetka 1153
Mrs. E. Bartholomay Chapin.....511 Cedar Street, Winnetka 4835
Mrs. Robert E. Savage.....131 Apple Tree Road, Winnetka 2184
Mr. Hughston M. McBain.....1029 Green Bay Road, Winnetka 23

Committee Chairmen

Athletic Committee....Mr. Roy W. Walholm, 54 Woodley Road, Winnetka 1093
Lunch Committee....Mrs. John T. Pirie, II, 1185 Laurel Avenue, Winnetka 606
Costume Committee.....Mrs. Rufus R. Jeffris, 20 Locust Road, Winnetka 2877
Office Committee..Mrs. Kenneth M. Henderson, 818 Bryant Ave., Winnetka 302
Library Committee..Mrs. Edwin L. Brashears, 484 Cedar Street, Winnetka 3227
Art Library Committee..Mrs. Frank Kolbe, 40 Indian Hill Rd., Winnetka 4111
Faculty Teas Committee..Mrs. George Carolan, 1194 Spruce St., Winnetka 4045
House Committee....Mrs. Locke L. Murray, 93 Indian Hill Rd., Wilmette 2121
Steering Committee....Mrs. Andrew J. Kearney, 1000 Hill Road, Winnetka 2131
Chairman of Notes.....Mrs. Volney Parker, 465 Adams Street, Glencoe 492
Publicity Committee..Mrs. Marquis Bowman, 114 DeWindt Rd., Winnetka 2004
Educational Series Committee..Mrs. Eugene F. Williams,
123 Melrose Avenue, Kenilworth 1769

GRADE CHAIRMEN

Junior Kindergarten....Mrs. George Carter, 248 Linden Street, Winnetka 301
Senior Kindergarten.....Mrs. George Cain, 1200 Hill Road, Winnetka 3318
First Grade.....Mrs. Edward Gammie, 821 Prospect Avenue, Winnetka 4406
Second Grade.....Mrs. Ray W. Smith, 258 Forest Avenue, Winnetka 2833
Third Grade.....Mrs. F. R. Vandercook, 576 Ash Street, Winnetka 196
Fourth Grade.....Mrs. Guy A. Osborn, 1180 Hill Road, Winnetka 224
Fifth Grade.....Mr. John K. Notz, 90 Locust Road, Winnetka 1153
Sixth Grade.....Mrs. Robert E. Savage, 131 Apple Tree Road, Winnetka 2184
Seventh Grade.....Mrs. W. Lindsay Suter, 329 Locust Road, Winnetka 1444
Eighth Grade..... Mrs. Thomas L. Fentress, 1274 Tower Road, Winnetka 3112
Mrs. Rush C. Butler, Jr., 680 Walden Road, Winnetka 4229
Ninth Grade.....Mrs. Thomas B. Chace, 504 Ash Street, Winnetka 1736
Tenth Grade..Mrs. Comer Plummer, 206 Woodstock Avenue, Kenilworth 5576
Eleventh Grade....Mrs. Kenneth Henderson, 818 Bryant Avenue, Winnetka 302
Twelfth Grade Mrs. Eugene F. Williams, 123 Melrose Avenue, Kenilworth 1769
Mr. Edwin L. Brashears, 484 Cedar Street, Winnetka 3227

SCHOOL ACTIVITIES

Lower School — Closing Exercises — *Friday, June 1st, at 11:00 a.m.*

Middle School — The Closing Luncheon — *Friday, June 8th, at 12:00 m.*

Upper School — Examinations — *May 31st, June 1st, 4th, and 5th.*

College Board Tests for Juniors — *Saturday, June 2nd.*

Senior Luncheon — *Wednesday, June 6th, at 1:00 p.m.*

Senior Stunts — *Wednesday, June 6th, at 2:00 p.m.*

Commencement — *Friday, June 8th, at 3:30 p.m.*

Junior Prom — *Friday evening, June 8th.*

All festivities are held at the school.

* * * *

PICNIC CALENDAR

Lower School — All of the Lower School Picnics were held at the School on *May 23rd.*

Middle School — Sixth Grade - *Thursday, June 7th, at* 6:00 *p.m.* at the home of Mr. and Mrs. John K. Notz, 90 Locust Rd., Winnetka.

Seventh Grade - *Thursday, June 7th,* at the home of Mrs. John Ott, 85 Hibbard Road, Winnetka.

Eighth Grade - *Friday, June 8th, at* 6:00 *p.m.* at the home of Mr. and Mrs. John G. Searle, 33 Woodley, Winnetka.

Upper School — Ninth Grade - *Friday, June 1st, at* 6:00 *p.m* at School on the Green east of Dunlap Hall.

Tenth Grade - *Thursday, June 7th,* at the home of Mr. and Mrs. James M. Glaser, 615 Lincoln Avenue, Glencoe.

Twelfth Grade - *Wednesday, June 6th,* at the home of Mr. and Mrs. Albert D. Farwell, 123 Stonegate, Lake Forest.

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LOST AND FOUND — Final Reminder!

All clothing will be distributed to relief agencies at the close of school.

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SCHOOL WILL OPEN MONDAY, September 17th, 1945.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII October, 1945 Number 1

"PEACE HATH ITS PROBLEMS....."

The School opened its 27th year with the largest enrollment in its history—382 pupils. There are approximately the same number of girls as last year and an increase of 20 in the number of boys. The distribution of numbers between the Upper, Middle and Lower schools is much better than before so that no one of these groups is dominant, which makes for a well balanced school family.

I had expected that with the tensions of war being removed by the end of hostilities, we might find the boys and girls, especially in the Upper and Middle schools, in a state of relaxation and frivolity with a rapidly dissolving sense of responsibility for themselves or their education. I was delighted to find that my fears were entirely misplaced. As I stood before the school in our first assembly to welcome them back and to try and set the tone for their work in the year ahead, I was struck by the remarkably earnest and understanding tone which seemed already present in the children before me. The attention which they gave to my attempts to outline the problems we will all be facing this year was better than I have ever known it on the opening day of school. Far from feeling that the war was over and all our difficulties vanished, they seemed to realize fully that the real problems, the problems of world peace, were just beginning, and that each of them had a serious responsibility for meeting them. I knew that most adults had come to the conclusion that after the mistakes we made in losing the last peace, this time one could not repeat the fallacy of thinking that someone else was going to solve our problems for us; that this time we knew that just as totalitarian war involves every private citizen and common man, so universal peace will take the understanding collaboration of everyone of us. I did not realize that the young people of High School age had sensed it so completely.

If what the Faculty and I have sensed in these children in their first week of school is correct, we are fortunate indeed. The problems will be rather for us, their parents and teachers, to come up to expectations and not to let them down. The boys and girls seem to realize their responsibilities to a remarkable degree. This tends to sober them and even frighten them. They are, therefore, ready for adult guidance and leadership far more than we as young people were after the last war. If we supply this need tactfully and wisely, we will be contributing to one of the most vital factors of a free world at peace. For a free society is founded on the background of a strong home and family spirit. Freedom is a disintegrating force if it is not held together by the unity of common ideals and standards. The home and church used to supply these in the early days of our history but the coming of the machine age has tended to weaken the influence of them both.

People in America have seemed to turn to the schools to supply most of these deficiencies. The growth of High Schools in our country during the last two generations has been so phenonemal that their effective organization has tended to get out of hand.

Today people are realizing more and more the importance of this factor of adult-child collaboration and guidance. The better schools and colleges all over the country have been studying and planning solutions for the problem. It seems to be quite clear that those communities and institutions which have achieved a close partnership between the home and the school in working out this, their common problem, have gone farthest in the direction of creating a truly free society.

Our school was founded on exactly such principles as worked out by Francis Parker and John Dewey before us. The success with which our parent groups in the past have achieved such a spirit of joint participation with the School's faculty is well known. Never in the school's existence was there greater need for it than now. Our present Seniors were in the Eighth Grade at the time of the attach on Pearl Harbor. No child in the High School has known what it is to plan and carry out his secondary education except under the uncertainties of war. Now they and we can plan "for keeps," we can see ahead, and we know there are plenty of problems. For solving these, the adults and the young people must each carry and share the responsibility. We have a chance today to revive and strengthen the spirit of the home which we have not had for a long while. I believe our Parents Association with its home and school tradition and organization is admirably fitted to carry out this essential task. It would seem to be one of the most inherently vital means of winning the peace.

PERRY DUNLAP SMITH

ADDITIONS TO THE FACULTY

Mrs. Francis M. Bower is in charge of the Second Grade. She is not new to the school for she has taught classes in the Lower School on many occasions in the past. She was trained at the Eastern Illinois State Teachers College and has had a wide and successful teaching experience.

Mr. Gordon M. Browne, Jr. is teaching English and Math. in the Middle School and coaching in athletics. He is a Harvard graduate and was a pilot in the Air Corps until recently.

Miss Bernice R. Levin is assisting Mr. Duff in the music department. She has the degree of Batchelor of Musical Education from the Central Y.M.C.A. College and comes to us from the Cambridge School in Kendall Green, Mass.

Mrs. Margaret C. Mahoney is in charge of the Third Grade. She was a demonstration teacher of the Banks Street Cooperative School group in New York City and was graduated from the University of Iowa.

Miss Jane Moore is teaching in the Junior Kindergarten. She received the degree of Batchelor of Education from the National College of Education in Evanston.

Mr. Timothy Rhodes is teaching Social Science and English in the Middle School. He is a graduate of Harvard and has been teaching in the Fountain Valley School in Colorado and the Cambridge Schoool in Mass. for the past 10 years.

Mrs. Eleanor P. Tucker is teaching in the Senior Kindergarten where she assisted us last spring after Mrs. Daughaday left to join her husband at an Army post. Mrs. Tucker is a graduate of Smith College and received the degree of Master in Education from the Winnetka Graduate Teacher College.

PARENTS ASSOCIATION

The Parents Association extends a cordial welcome to the many parents of new students at North Shore Country Day School. You are urged to attend the grade meetings where you will find this welcome extended personally by other and older members of the Association, and where it is hoped you will join us in the several activities in which we are sure you will be interested.

All parents are requested to note the date of the Annual Fall Meeting of the Association which will be held in the School auditorium on Tuesday evening, October 23, at eight o'clock. The program has been designed by your Executive Committee to include discussions of immediate interest to parents of children in all grades, and the reception following in Walling Hall offers a further opportunity for parents to extend the close relationship between parents, school and faculty.

EDWIN L. BRASHEARS,
President, Parents Association

TRANSPORTATION SERVICE

The following people are transporting children to school in the mornings:

Miss Elsie Paterson — Greenleaf 3726
Mr. George Eldredge — Winnetka 105
Miss Ann Carpenter — Lake Forest 1249
Miss Odeyne Gillett — Winnetka 3287
Miss Ida Wied — Winnetka 3697
Miss Julia Gilbert — Winnetka 3697
Mrs. Hosmer Campbell — Winnetka 3530

If your child is unable to attend school, please notify his driver the previous evening or before 7:30 a.m. on the day school convenes. Any questions regarding transportation should be referred to Miss Paterson at the school office, Winnetka 674.

OFFICE COMMITTEE

Every morning until 10:00 a.m. the Office Committee will obtain assignments for those students absent from school, if requested. Such requests should be made each morning if the student is absent for several days, unless a special arrangement is made with the faculty. Parents are requested not to phone for the assignments but to either call for them after 4:30 p.m. or ask that they be mailed.

COSTUME COMMITTEE

The Committee wishes to thank those who left the very attractive costumes at the school during the summer.

THE NORTH SHORE COUNTRY DAY SCHOOL PARENTS' ASSOCIATION

Officers and Chairmen for the year 1945-1946

Edwin L. Brashears, *President*.....484 Cedar Street, Winnetka 3227
David W. Kimball, *First Vice-President*....132 DeWindt Road, Winnetka 3313
Edward R. Adams, *Second Vice-President*....200 Woodley Road, Winnetka 398
Mrs. Malcom D. Haven, *Secretary*.....569 Hill Terrace, Winnetka 1268
Mrs. Eugene F. Williams, *Treasurer*.....21 Woodley Road, Winnetka

Executive Committee (*At large*)

Mr. Norman W. Harris.....594 Spruce Street, Winnetka 1653
Mr. Marquis Bowman.....114 DeWindt Road, Winnetka 2003
Mr. Ben A. Harper.....1096 Laurel Avenue, Winnetka 3440
Mrs. John K. Notz.....90 Locust Road, Winnetka 1153
Mrs. E. Bartholomay Chapin.....511 Cedar Street, Winnetka 4835
Mrs. Robert E. Savage.....131 Apple Tree Road, Winnetka 2184
Mr. Hughston M. McBain.....1029 Green Bay Road, Winnetka 23

COMMITTEE CHAIRMEN

Athletic Committee, Mr. Roy W. Walholm....54 Woodley Road, Winnetka 1093
Lunch Committee, Mrs. John T. Pirie, II.. 1185 Laurel Avenue, Winnetka 606
Costume Committee, Mrs. Rufus R. Jeffris.....20 Locust Road, Winnetka 2877
Office Committee, Mrs. Kenneth M. Henderson..818 Bryant Ave., Winnetka 302
Library Committee, Mrs. Edwin L. Brashears..484 Cedar Street, Winnetka 3227
Art Library Committee, Mrs. Frank F. Kolbe....40 Indian Hill, Winnetka 4111
Faculty Teas Committee, Mrs. George F. Carolan...1194 Spruce, Winnetka 4045
House Committee, Mrs. Locke L. Murray.....93 Indian Hill, Wilmette 2121
Steering Committee, Mrs. Andrew J. Kearney...1000 Hill Road, Winnetka 2131
Chairman of Notes, Mrs. Volney Parker.....465 Adams Avenue, Glencoe 492
Publicity Committee, Mrs. Marquis Bowman.....114 DeWindt, Winnetka 2003
Educational Series Committee, Mrs. Eugene F. Williams.....21 Woodley Road

Grade Chairmen

Junior Kindergarten, Mrs. Ben S. McGiveran.....96 Woodley, Winnetka 427
Senior Kindergarten, Mrs. George R. Cain.....1200 Hill Road, Winnetka 3318
First Grade, Mrs. Edgar Stanton, Jr.....160 Woodley Road, Winnetka 3292
Second Grade, Mrs. Ray W. Smith.....258 Forest Avenue, Winnetka 2833
Third Grade, Mrs. F. R. Vandercook.....576 Ash Street, Winnetka 196
Fourth Grade, Mrs. Guy A. Osborn.....1180 Hill Road, Winnetka 224
Fifth Grade, Mrs. John K. Notz.....90 Locust Road, Winnetka 1153
Sixth Grade, Mrs. Robert E. Savage.....131 Apple Tree Road, Winnetka 2184
Seventh Grade, Mrs. W. Lindsay Suter.....329 Locust Road, Winnetka 1444
Eighth Grade, Mrs. Thomas L. Fentress.....1274 Tower Road, Winnetka 3112
Eighth Grade, Mrs. Rush C. Butler, Jr.....680 Walden Road, Winnetka 4229
Ninth Grade, Mrs. Thomas B. Chace.....504 Ash Street, Winnetka 1736
Tenth Grade, Mrs. Comer Plummer....206 Woodstock Avenue, Kenilworth 5576
Eleventh Grade, Mrs. Kenneth M. Henderson...818 Bryant Ave., Winnetka 302
Twelfth Grade, Mrs. Eugene F. Williams.....21 Woodley Road, Winnetka
Twelfth Grade, Mrs. Edwin L. Brashers.....484 Cedar Street, Winnetka 3227

LUNCHEON COMMITTEE

As in the past two mothers have been assigned to serve the luncheon each day. It is very important that they please remember to be prompt on their day to serve, otherwise the lunch line is delayed which shortens the children's time for eating and relaxation, and puts too great a burden on the rest of the committee. Any mother wishing to be on the substitute list is asked to notify Mrs. John T. Pirie, Winnetka 606.

LIBRARY COMMITTEE

Through the combined efforts of the students, the parents and the Library Committee many of the books that were missing last year were found. However, there are still a good many not yet accounted for. If you find any books belonging to the school Library in your home during this year please have them brought to the school as soon as possible. Contributions of books and magazines which have been sent to the library since school started have been very much appreciated. The Library Committee is looking forward to a fine year working with the Junior Girls of the Student Committee.

LOST AND FOUND

The Lost and Found department is in the office of Knollslea Hall, the administration building. Parents and students are urged to come and claim the found articles.

EDUCATIONAL SERIES 1945 - 1946

The Educational Series, bring interesting speakers and artists to the school each year, will be held on Tuesday mornings in the 1945-1946 season instead of Monday mornings as in the past. This series is brought to the school with out charge to the students. It's support is entirely by the sale of tickets to the parents and their friends, whom they are urged to bring.

The programs will be held in the auditorium from 11 o'clock to 12:10 on the following dates:

October 23 — Clifton Utley.....“Current Affairs”
November 6 — Redgate Players.....“Chinese Shadow Plays”
December 11 — Preston Bradley.....“The Festival of the Hearth”
January 8 — Manoah Leide-Tedesco.“Italian Culture Re-interpreted”
January 29 — Dr. Hans Kohn.....“America's Destiny”
February 5 — Dr. Abram L. Sachar....“New Forces that Challenge Our Times”
February 19 — Clifton Utley.....“Current Affairs”
March 26 — John Jacob Niles.....“Ameerican Folk Songs”
April 16 — Clifton Utley.....“Current Affairs”
April 30 — Cleveland and Ruth Grant....“The Beauty and Wonder of Bird Life”

FRENCH PLAY

At morning Ex., 11 o'clock, on Wednesday, October 10th, the senior and junior students in Mme. Parker's French class, plus some of the alumni, will give the play, "La Surprise d'Isidore."

NINTH GRADE PARTY

Friday evening, October 12th, there will be a party in the lunch room for the ninth grade pupils, their parents and their faculty.

1945 VARSITY FOOTBALL SCHEDULE

September 29	Wheaton Academy	Home
October 6	Harvard	Away
October 13	North Park	Home
October 20	Todd	Away
October 27	Luther	Home
November 3	Latin	Away
November 10	Frances Parker	Home

Above games start at 10 a.m.

FROSH-SOPH FOOTBALL SCHEDULE

October 8	Harvard	Home
October 15	Lake Forest Academy	Home
October 22	Lake Forest Academy	Away
October 29	Latin	Home
November 5	Todd	Home

Above games start at 4 p.m.

MIDDLE SCHOOL FOOTBALL SCHEDULE

October 5	Harvard	Away
October 12	Francis Parker	Home
October 19	Open	
October 26	Latin	Home
November 2	Open	

Above games start at 4 p.m.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII November, 1945 Number 2

ARE PARENTS NECESSARY?

The late Willoughby Walling in addressing meetings of the Parents Association, which he did so much to found, used to remind us frequently of the fact that the triangle is one of the strongest forms known in nature. He pointed out that in education the same fact was true and that the triangle's strength came from the presence of each of its three sides, namely the child, the school, and the home, as long as they were working together. Take away any one of these three elements and the great strength of the combination is lost.

This analogy of Mr. Walling's is the underlying principle of the Parents Association of this School. It is a realization and acceptance by the parents of their common responsibility with the teachers for the growth and training of the child. It means that the teachers accept their obligation to work with the homes in the task of helping the children to grow into well rounded and dynamic individuals, fully conscious of their duties to society as a whole as well as of their own rights; that the school shall enter into the full life of the child, not just concern itself with books and lessons; and above all, it means that both parents and teachers shall work with the child himself and treat him as a responsible individual, not merely as one unit in a mass of other similar units.

Mr. Walling also frequently pointed out that in a Country Day School, — (since they came into being because of the belief on the part of parents all over the country that the adolescent child needs his home and its understanding and influence more than he ever will again), — the home and the school are missing a great opportunity if they fail to function as a unit. He felt that in order to have all of the benefits of a boarding school without the loss to the child of the even greater benefits of his home, the parents must regard themselves as "the faculty in charge of home dormitories" and consequently must consult frequently with the other faculty members in charge of dormitories in other homes as well as with the faculey in charge of classroom activities, so as to coordinate the efforts and methods of all of them and to arrive at solutions for common problems.

This is what the Parents Association of our School has endeavored to do since its organization. It is a unique organization and has interested teachers and parents all over the country because of its sincerity and the extent of its ability to achieve its aims. The various committees and their remarkable vitality all spring from a desire to achieve a better understanding of the pupils interests and problems and to help them and the teachers as co-workers not as observers or critics. It is not an easy task, but the satisfactions are great particularly in the increased intimacy with the children both while at home and especially after they have gone to college. These are rewards of truly lasting value, which pay real dividends in later life and in community living. Our Parents Association has been singularly successful in achieving these aims in the past. In the world of today when we face greater problems of community living and interdependence than ever before the need for such understanding relationships is correspondingly greater. Our Association may well be proud of its distinctive contribution to this field of endeavour. Its present members have inherited an inspiring tradition toward which to point their efforts.

PERRY DUNLAP SMITH

A MESSAGE TO THE PARENTS

If you have not already done so, you are urged to familiarize yourself with the various functions of The Parents Association. The list of officers and committee chairmen appeared in the last issue of "Notes", there is room in each activity for your help, and committee chairmen will welcome your aid and suggestions.

Past experience has proven conclusively that the contact with the School maintained through your participation in these activities serves a multiple purpose: it brings you into closer contact with parents of children in the same age group; it helps the School to function at its peak efficiency; it creates an additional bond of mutual interest with your children, and it gives you a more intimate knowledge of the principles and ideals of North Shore Country Day School.

In addition — its fun!

So study the list of functioning committees, choose the one in which your talents best fit, and contact the chairman with the assurance that you will be welcome indeed.

EDWIN L. BRASHEARS, *President*
Parents Association

OFFICE COMMITTEE

The Office Committee supplements the regular office personnel of the school. It's members operate the switchboard, take and deliver messages, check and telephone the daily absentee list, make out assignment slips, conducts visitors through the school, and generally try to assist the regular office force with any task which needs to be done.

The committee consists of fifteen active members, three for each school day, plus a small substitute list. Two are on duty each day from eight-thirty to one o'clock, rotating among their three members so that each serves two weeks consecutively and is off the third. If required to be absent for any reason, a member is responsible for getting a substitute from the available substitute list. Because of the nature of it's work, the Office Committee keeps in close contact with the many activities of the School as well as with the faculty, parents and students.

Mrs. Kenneth M. Henderson, *chairman*

COSTUME COMMITTEE

The Costume Committee is responsible for the costumes used in the various dramatic activities at the school during the year. In the costume room, are costumes for all types of productions, from the opera to the short plays given in Morning Ex., and those costumes must be carefully put away, each in its proper place. The committee is always glad to receive costumes to add to the school collection.

Mrs. Rufus R. Jeffris, *chairman*

LUNCH COMMITTEE

The Lunch Committee is very grateful to all the Mothers who have worked in the lunch room this year. As it is necessary to have five workers each day, we are anxious for all the help we can get. We deeply appreciate the response so far, but could use more names for our substitute list.

Mrs. John T. Pirie, II, *chairman*

ATHLETIC COMMITTEE

A later issue of "Notes" will be devoted to the athletic department of the school and the work, aims and hopes of the Athletic Committee.

Roy W. Walholm, *chairman*

STEERING COMMITTEE

The Steering Committee consists of a chairman and three advisors, representing the lower school, middle school and high school, forming a council with the grade chairmen to discuss grade policies and their problems and to provide a free exchange of experiences and opinion among parents and teachers.

Mrs. Andrew J. Kearney, *chairman*

ART LIBRARY

The Art Library committee members this year are Mrs. Frank F. Kolbe, chairman, Mrs. E. Edwin Smith, Mrs. Ray W. Smith, Mrs. Benjamin Wham, Mrs. Forest W. Bills, and Mrs. D. J. Gallery.

The committee works on Monday mornings. Our three main activities are as follows:

1. Framing and hanging pictures in the different buildings of the school. Included in this work is finding and mounting new pictures and collecting pictures on various subjects for the teachers to use in classrooms. All are catalogued and kept in order.

2. Working with Miss Bacon to find pictures singly or to hang as an exhibit which will illustrate various phases of art for the purpose of education and technique of painting.

3. Keeping the Art Library books in order and catalogued.

The committee members are especially glad when teachers ask them to find pictures for them. This year we hope to have some interesting exhibits. The Degas drawings which were given to the Art Library last spring have been hanging in the Auditorium Lobby and are now in the Music Room of Walling Hall. Next will be a loan exhibit of reproductions from The Museum of Modern Art of New York of the four great contemporary artists, Picasso, Matisse, Rouault, and Paul Klee. This will be hung in the Music Room of Walling Hall from October 30th to November 12th. All parents and friends are most cordially invited to see this exhibit.

Mrs. Frank F. Kolbe, *chairman*

HOUSE COMMITTEE

Our House Committee functions as a service group to aid Mr. Smith and Mr. Livermore in making our school an attractive, workable and livable institution for our students and our teachers.

The Committee works on a variety of school assignments. Sometimes this might be the selection of curtains for a room; or renovating and painting the furniture. On other occasions, the group assists in the planning, decorating, and furnishing of a complete room — working out a general arrangement, getting estimates, choosing the accessories and selecting the color scheme.

The House Committee is financed by the school and it receives assistance from the Parents Association fund. Some of the families have thoughtfully and generously sent over furniture which is not in use in the home. These items, such as chairs, tables, bookcases, radios, rugs, and other furnishings are very welcome.

During the war period there, naturally, have been limitations on the activities of the House Committee; and, as is the case with most any school, there is the handicap imposed by "how and where for funds". Yet this Committee endeavors, each year, to perform its function of working with the school in putting to use the available money as well as what they can beg or borrow in the way of furniture.

Mrs. Locke L. Murray, *chairman*

Cars are being parked on the lawn north of Knollslea. This practice will soon deteriorate the appearance of the school property and of course it creates a rather disorderly effect in itself.

Business Department

EDUCATIONAL LECTURE SERIES

The interest shown by our parents in helping to defray the costs of the Educational Lecture Series by the purchase of one or more series tickets is deeply appreciated.

Ideally, these lectures would be offered without charge, not only to our students but to parents and friends of the school as well, but to do this would necessitate some sort of endowed fund which we do not have. It is possible, however, to work toward this ideal if, each year, the School adds its share of the net profits to an Educational Lecture Series Fund. This is a slow process since the Series tickets are priced as near cost as possible and all net profits that accure are divided between the Parents' Association and this fund. But the fact that each year nearly a hundred dollars has been added encourages the hope that some day no tickets will be required to pay for our programs.

Several requests have come to us for tickets to individual lectures, but we cannot offer these in advance. Admission at the door will be $1.00 per lecture which is extremely high in price considering that the cost of the entire series ticket covering ten lectures amounts to 44 cents per lecture. It is essential, however, that we have money in advance to meet our contracts and this can come from the sale of series, not individual, tickets. If seats are available *after our Series Ticket Holders have been provided for,* we shall of course be happy to offer admissions at the door.

As always, our parents are responding most generously and the students have asked that their sincere appreciation be expressed in "Notes".

Occasionally during the school year, we are able to obtain interesting speakers for Morning Ex. without charge. We are always happy to let our parents know of these occasions and if we could obtain the names and addresses of friends who might like to be on our mailing list, we should be glad to send such announcements to them, too.

KINDERGARTENERS

As cold days approach we have in mind the many small articles of clothing the children will have to take off and put on. It is essential to have every article of clothing from each mitten to each rubber clearly marked. It would be a great help to have the mittens on a tape through the sleeves. Rubbers should be large enough for the child to put on by himself or with the minimum of help.

Large wheel toys, such as tricycles and wagons are greatly needed in the two kindergartens. It still is impossible to buy such toys with durable metal wheels. If there are out grown ones at home that can be spared we would accept them with much appreciation for the use of the kindergarten children.

LOWER SCHOOL

The Lower school was priviledged to have Major Ni visit all the classes recently. A young man in the Chinese Army, Major Ni is in this country studying transportation and communications for his government. When he returns to China he will marry the young fiancee who awaits him and it is his dream to return with her to this country to study education in such schools as North Shore Country Day. His hopes are to devote their lives to service in the education of their own people. Those who were disappointed in not seeing more of Major Ni will be glad to know that he is planning to visit the school again in January.

SEVENTH GRADE MEETING

There will be a meeting of the Seventh Grade Parents on Tuesday, November 13th, at 8 o'clock at the home of Mrs. and Mrs. Clarke J. Lawrence, 960 Sheridan Road. Memebers of the faculty will be present to tell of their plans for the school year.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII December, 1945 Number 3

CHRISTMAS 1945

With the return of Peace and the joy of welcoming home again so many of our men and boys and girls from the Services, this Christmas will be one long remembered and cherished. But in that joy and rejoicing there is an underlying note of sadness, for we cannot fail to remember the homes where some who went out so valiantly a short time ago will not return to make the circle complete at their family gatherings. To them and to their parents we owe a heavy debt.

Then too there are homes in Europe and Asia, where although the war is over the sacrifices continue, and the burden of existence is even heavier than in war time. Their problem of food and shelter alone will be terrific and while we are feasting in our land of plenty, in many countries that were our allies there is famine and want.

It would seem well to consider with our children whether or not we could brighten the holiday spirit by taking thought for those in Europe who are in dire need. Too often our Christmas holidays become not days of rest and recreation, but a period of continuous dissipate of energy resulting in children returning to school in such a run down condition that they not only are unable to apply themselves to serious work but become prey to the first flu germ or microbe to which they are exposed and then they fall even further behind through absence from school.

Important as the question of health and recreation is, it seems to me that this Christmas the moral question of thoughtless excesses in a world where other peoples are suffering is a far more vital one. The effect on our children is certain to be profound. If permitted to enjoy themselves selfishly with no thought for their health and future welfare, but also none for the thousands of children whose families have contributed even more than we to the winning of the freedom and liberty we now hope to possess, and who now face privation where we enjoy plenty, we will not be preparing our children to live in a world where security will come from an individual's realization of our interdependence and understanding.

We have this Christmas an opportunity to lay the foundations of a world in which lasting peace may be possible. Young people, especially those of High School age, will have to play a large part in securing it. They are at a very impessionable period of their lives. If they can be brought to form the habit of considering something more than the mere pleasure of the moment; of thinking of their own best interests in their future health and lives; of being restrained and controlled in their recreations, and above all of remembering their less fortunate neighbors in this One World of ours, to the end that when they find themselves in the midst of plenty they give some thought to sharing it with those who need it, the effect on their characters would be great and the results in terms of a social order which will keep the peace, not unimportant.

If the habit could be formed of enjoying one party to the full rather than piling party on party each night, if enjoyment could come more from the children's own resources rather than from artificial professional entertainment purchased at great expense, much health and money could be saved.

The price of one party, forgone by our boys and girls, would feed many hungry children abroad and the results in terms of good will would be incalculable.

At this Christmas time perhaps we would do well to emphasize more the thought of Peace and Good Will in deed as well as in word in the minds of our young people.

PERRY DUNLAP SMITH

MORNING EXERCISES

Because Parents as a rule do not know of the various programs given at Morning Ex we thought that they would be interested in the variety and scope of those to be given preceeding the Holiday recess.

Monday, December 3rd - Music for two pianos, Mrs. Selfridge and Mr. Duff.

Thursday, December 6th - German classes I and III, "Niccolo".

Monday, December 10th - The Watt Group of Mexican Girls, dancing and singing.

Tuesday, December 11th - The Educational Series, Preston Bradley, "The Festival of the Hearth".

Wednesday,December 12th - "Origin of Christmas", German Classes.

Thursday, December 13th - Mr. Smith will give a Christmas Reading.

Friday, December 14th - Christmas Pictures - The Art major classes will comment on pictures, reproduced from slides supplied by the Art Institute.

Monday, December 17th - Christmas Music.

Tuesday, December 18th - Santa Claus party at 10:45.

Wednesday, December 19th - Christmas Play at four o'clock.

THE CHRISTMAS PLAY

The Christmas play, "A Play For Christmas Eve," is of particular interest as it was written by Annis Duff. It is based on the Bible Story and recreates the wonder and beauty of the first Christmas.

It first appeared in the Horn Book and has been produced at Friends Meeting House, Evanston, as well as in other parts of the country.

The play is the responsibility of the Freshman class; each member shares in the production. A chorus from the upper classes together with a group of girls and boys of all ages, symbolizing youthful hearts, will join in the homage to the Holy Family.

Mrs. Duff is author of "Bequest of Wings", dealing with experiences in literature with children in the home. Her interest in the subject had its genisis while she was employed in a library in Toronto and has grown and deepened with the years. Recently under the auspices of Childhood Education Association of Greater Cleveland, she developed the theme before a large group of children. During the current season she is to talk to similar groups in Charleston, Illinois; Saginaw, Michigan; Akron and again in Cleveland.

THE CHRISTMAS MUSIC

The Christmas Music Excerise, on December 17th, will include Carols sung by the whole school: three Kentucky Mountain Carols; "I Wonder as I Wander", "Carol of the Birds", and "Sing We the Virgin Mary", sung by the A Cappella Singers; and aria from "The Messiah"; and Pergolesi's "Glory to God in the Highest", for solo, quartet and chorus.

The following music will be heard on December 19th:

Processional - "Adeste Fideles" - School and Parents
"While Shepherds Watched" - Praetorius
"Rejoice Ye Christian Men" - Praetorius
The A Cappella Singers

Music of "A Play for Christmas Eve":
"Gloria" - Old French Noel
"Lo. How a Rose" - Praetorius
"Lullay My Liking" - Gustav Holst
"If Ye Would Hear" - Dutch Melody
"Dresden Amen" - Traditional

Recessional: "God Rest You Merry Gentlemen"

A CAPPELLA SINGERS

On Tuesday, December 4th, The A Cappella Singers, the cast of the Safe-crackers and other acts from the vaudeville will go with Mr. Duff to the Fort Sheridan Hospital to give a variety show. This will be one of the regular weekly programs managed for the American Red Cross by Amy Lynn.

The A Cappella Singers will be the guests of Infant Welfare Society on December 10th, when they will present a program of Christmas music.

ART LIBRARY

The Art Library just recently has received a gift of $300.00 from Mrs. Oscar Plotkin. This money was given in her daughter's name, who was graduated from the school last spring, and may be used for both pictures and art books. About $40.00 of this gift was spent last week for the following pictures:

"Autumn Wood" by Cowels
"Blue Oaks" by Derain
"The Virgin and St. Ives" by El Greco
"Still Life" by Severini
"Madonna and Child" by Bellini
"Horas du Pins" by Dufy

COSTUME COMMITTEE

The Costume Committee wishes to thank those who have given them so many useful things this fall. Often the things come to us unmarked but we are very grateful to Mrs. Barbour for the lovely things she sent and to Mrs. Fisher for the wonderful hats.

DECEMBER BASKET BALL SCHEDULE

On December 8th at 7 o'clock, the Varsity will play at Concordia.

On December 14th, at 7 o'clock, the Varsity and the Frosh-Soph will play Luther at home.

BROWNIE TROOP

Girls of the third and fourth grades will meet with a Brownie troop under the leadership of Miss Jane Moore, assistant in the Junior Kindergarten. Mrs. R. M. McKnight and Mrs. Dryden Moller will take the leadership training course with Miss Moore and help with the troop activities. Any other mothers, who are interested in helping with the Brownies, are asked to contact Miss Moore.

A PLACE TO LIVE

Please — The Mahoneys are still looking for an apartment or house to rent, or even to sublet for the winter months. If you know of anything, any size, any price, will you contact Mrs. Mahoney of the third grade.

Those of you, who have been helping the Gordon Brownes to get located, will be pleased to know that they are now settled in Miss Dorothy Sterling's garage apartment.

CHRISTMAS HOLIDAY

The Christmas holiday will be from December 20th to January 7th, inclusive.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII | January, 1946 | Number 4

ATHLETICS FOR ALL

When the School was started, immediately after the close of the first World War, it was decided by the twenty original guarantors to make it a Country Day School. This type of school was new in those days, but one of the outstanding features was that the athletic program should be the same as at boarding schools, namely that everyone in the school should participate in some form of sports every day. When Doc Anderson and I first tried to institute this program, we found that there were many objections to it, for the boys and girls of this neighborhood had not been used to any vigorous form of athletics and certainly were not accustomed to taking violent exercise when they didn't want to.

We found a strong resistance to hard baseball, soft baseball being all that they desired to attempt; and the type of football that was played was of a very mild nature.

One of the first things that had to be instituted was the rule that the School would have a doctor of its own and that the doctor would be present at the School every morning to look into the matter of excuses from play period and athletics. The students had been in the habit of bringing their own excuses from home written by one of their parents. When we made a rule that it would have to be a doctor's excuse, this took care of some of the most flagrant cases of avoiding vigorous exercise, but still did not cover them all, so we finally decided that the school doctor would be the person in every case to make the final decision and that the home could address its notes, not to the school authorities, but to the school doctor. This soon produced a very great improvement. Dr. Helmholtz, who was later the head of the department of pediatrics at the Mayo Clinic, was our first doctor. He secured for us his assistant, Dr. Rappaport, who was then starting out on a brilliant career in Pediatric medicine and helped very largely to establish the tradition in the School of having each child examined every day. He was followed by Dr. Blatchford who is still with us. The instituting of a school doctor, and daily examinations of the child was a drastic step in those days and is still rather rare among schools, but certainly is a very vital part of our health program.

Having made athletics required and seeing, with the help of the doctors, that this was enforced, it was necessary for us to see to it that the type of athletics the students were given was of the best. It was decided that what the boys and girls of this community needed most was games involving team work rather than individual performance, particularly at the opening of school, in order to bring everyone into a highly organized cooperative type of play. We decided on football for the boys in the Fall and field hockey for the girls, both of which games seemed to fit our needs admirably. For many years we had some difficulty with a considerable proportion of both boys and girls, but when the custom was firmly established, the difficulty diminished. After the School had been in existence

about ten years, a group of Juniors petitioned the faculty to be allowed to make football elective for the last two years. A period of very intense debate ensued, and it was finally decided to put the suggestion into practice. This policy has been continued up to the present.

For the winter months, there were to be at least two electives, namely winter sports and basketball. This applied to both boys and girls. Whenever possible, a skating rink was provided and slopes (even a toboggan slide at one time) for coasting; but basketball has always drawn by far the largest number of participants. Of late years, the body building classes have become very popular.

In the Spring a greater breadth of electives was allowed, for by that time the students have shown very clearly whether or not they will cooperate fully in the athletic and physical education program or whether they need still to be watched and to be coerced into taking a stimulating amount of exercise each day.

Those students who have shown that they have the habit of taking full athletic exercise regularly, may be allowed to go off for tennis, golf, horseback riding and sports of that type, but hardball for the boys and softball for the girls still seem to attract the largest numbers.

The above is a brief outline of the growth of the athletic policy of the School from the point of view of its organization. From the point of view of developing good sportsmanship, the story follows a similar outline. In the beginning, it was hard to get students to realize that cooperation was a matter of helping somebody else do the task at hand, that there was a greater pleasure to be derived from working for the team as a whole than from an exhibition of personal prowess; but the efforts of the athletic department brought most gratifying results. When it came to the matter of courtesy and good sportsmanship as shown by the spectators of the game, particularly towards the visiting teams who were playing us, we also found there was much to be desired.

The trend in America at that time, and, I am sorry to say, even up to date, is towards the exploiting of the athletes and particularly the few as against the many in a school. The prevailing idea of a school's place in athletics was to be on the sidelines cheering the team; and, while a dozen or so young men might be working very hard in the game, none of the other boys in the school had much of an opportunity to do anything.

It was determined to try to counteract the effects of this trend as far as possible. We built up at once the "athletics for all" policy. The students were taught to show their school spirit, not by cheering the team, but by playing on whatever younger team they were eligible to make according to their age, weight and skill. Games for the younger teams were scheduled at the same time as the bigger games so as to take the emphasis off the Varsity team. Organized cheering was not emphasized for many years in order to counteract the usual tendency of whipping the students into a more or less hysterical frenzy at the time of games frequently resulting in a lack of good sportsmanship. Good plays on the part of opponents as well as our team were recognized and cheered. The parents, particularly the mothers, were very helpful in making visiting teams welcome. Hot chocolate and doughnuts are frequently served to the visitors between the halves and after the game, and every effort is made to bring about a consciousness on the part of the students of their responsibilities as hosts and hostesses to their opponents as well as the obligation to play as hard and as ably in the game as they could.

Thanks to the very wholehearted and willing cooperation between parents and students in this matter, great strides were made and I think the School may well feel proud of its tradition of sportsmanship.

During the War, many of the customs have had to lapse, due to war-time conditions. Of late some evidence has been brought to the attention of the School authorities that the level of sportsmanship has not been maintained at the high point it was a short while ago. Every effort is now being made to reestablish the old standard and carry it forward. In this, the parents will again be a vital force. Their understanding and appreciation of the dangers as well as the benefits of organized inter-scholastic sports will be very essential in establishing for their children the highest standards of good sportsmanship, hard vigorous play and sound and lasting health habits and attitudes which will carry them through, not only their college career, but the rest of their lives.

PERRY DUNLAP SMITH

PHYSICAL EDUCATION

In this issue of the Notes we start off the New Year, 1946. For over twenty-five years it has been my good fortune to work in Physical Education here at North Shore. During this period I have had the pleasure of working with a good many boys and girls who have entered school in Kindergarten and stayed until they graduated. The question is often asked, what changes have taken place and how does the program compare with the earlier days?

When the school started, the Administration committed itself to a program which would involve every child in school in a physical education period every day, and it has conscientiously adhered to this policy.

At the very beginning of school the following outline was formulated:

1. That the development of good health habits and the building up of sound bodies are essential in education.

2. That there is properly no distinction between physical and health education. They have one common purpose: the fostering of good health and the building of good health habits that will be practiced throughout life. Every child's school experience should include the mastery of one or more games or physical skill.

3. That physical education is equally desirable for both boys and girls.

4. That games and athletics should be so varied that all pupils may participate rather than the few who can make the team.

5. That interschool athletic contests be confined to schools within the local area. That competition in football be engaged in with teams of equal weight, especially in the younger age group.

6. That thorough physical and medical examinations should be required of all students.

The above program has been in operation during the years that I have been in school, and I feel that it has paid dividends many times over. At the beginning of the war many schools changed their physical education program, while we continued ours as before. From the reports of our boys returning from service, it needed no changes.

We now have an Athletic Committee in the school. This committee is a very active organization and in all of its work is keeping in mind that any physical changes or additions in the school are for the benefit of every boy and girl and not just for a limited number.

JACK C. ANDERSON

ATHLETIC COMMITTEE *of the* PARENTS' ASSOCIATION

1945 - 1946

ROY W. WALHOLM, *Chairman*

Physical Education for Boys	Roy W. Walholm
High School	Comer Plummer
Middle School	Chesser M. Campbell
Lower School	John Dennehy
Physical Education for Girls	Eugene F. Williams
High School	Chesser M. Campbell
Middle School	Richard W. Simmons
Lower School	Edward F. Hamm, Jr.
Athletic Functions	Roy Carroll
Football Banquet	Comer Plummer
Athletic Smoker	Edwin L. Brashears
Alumni Baseball Game	Edward F. Hamm, Jr.
Host to Visiting Teams	Edwin L. Brashears
Equipment and Supplies	Roy W. Walholm
Ice Skating Rink	John Dennehy
Publicity	George F. Getz, Jr.
Posters, Schedule Cards, Programs	George F. Getz, Jr.
Photography	Edwin L. Brashears

EDUCATIONAL LECTURE SERIES

Tuesday, January 8th - 11:00 to 12:10 — *Manoah Leide-Tedesco,* forum leader U. S. Office of Education and Coordinator of Inter-American Affairs, will re-interpret Italian culture in the light of the new freedom. Mr. Leide-Tedesco is a forceful and stirring speaker. His command of English is excellent.

Tuesday, January 29th - 11:00 to 12:10 — *Dr. Hans Kohn* of the faculty of Smith College, will discuss "Americas Destiny". Dr. Kohn is a noted authority in the field of political science.

Tuesday, February 5th - The great Danish actor, *Paul Leyssac,* will replace Dr. Abram L. Sachar scheduled for that date.

LOST

Once Upon a Time on some gala occassion a big beautiful pewter center piece bowl disappeared from the School. Perhaps it went home with someone's flowers and subsequently was overlooked or forgotten. We would appreciate a call if anyone recalls the bowl incident.

School starts Monday, January 7th at 8:30 o'clock

REPORT OF THE ATHLETIC COMMITTEE

The Athletic Committee of the Parents' Association was formed eighteen months ago. Previous to this the school had never had an Athletic Committee.

The reason the Committee was formed was two-fold. First, it was felt that fathers of the parent body should be given an opportunity to become more closely allied with the children's school activities, and the Physical Education program seemed to offer this opportunity. Second, because a closer alliance between the parents, faculty and children by means of committees had invariably resulted in benefits to all three, it was believed that the same system would work in the department of Physical Education.

The Committee was originally composed of 7 dads of the parent body, and while the personnel has changed in eighteen months, the number has remained constant. It has now been enlarged, however, to include three more fathers.

The Committee felt that its work should encompass three broad projects.

The first project was aimed at securing the interest of fathers and men graduates. In order to accomplish this end the Committee has organized two smokers for dads and guests. The first was held in May of 1944. The Physical Education program was explained by the Headmaster, the Physical Education Director, and Coaches. Since it was a Spring event, the featured athletic subject was baseball. Sixty-eight fathers of the parent body attended, and 9 guests. The second of these events was held in February of 1945. The Physical Education program was again explained, especially for the benefit of the new dads. The principal athletic theme of the evening was basketball. A total of 125 men attended this smoker, of which 112 were fathers with children in the school, and 13 were guests.

Coincidentally with the stimulation of interest among fathers in the school the Committee undertook to re-invigorate the interest of the men graduates. The Committee organized a ball game between alumni and boys of the high school grades who were not on the varsity baseball team. Thirty-five alumni turned out to play 9 positions.

The second broad project which the Committee undertook was aimed at improving the gymnasium and athletic field equipment. The office of the Director of Physical Education was remodeled and refurnished for the sake of achieving improved efficiency. Two tackling dummies were installed on the athletic field. Three horizontal chinning bars of graduated heights were erected near the tackling dummy structure. To facilitate the program of the body-building class, there was installed on the balcony of the boys' gymnasium, 10 stall bars and benches, 8 sets of chest pulley weights, 1 frictional nautical wheel, 1 adjustable punching bag, and 1 training body punching bag. In addition, all gymnasium mats used by both boys' and girls' classes are being renovated and covered with new canvas In support of basketball the Committee has ordered (and is expecting delivery soon) a new electric score board and time clock, which will aid greatly in the proper scoring and timing of basketball games, and will add immesurably to the enjoyment of the game by officials, coaches, the players and spectators.

The third broad project of the Committee was to undertake a long term improvement program in athletic uniforms and personal equipment of players. The Committee felt strongly that there was great need of improvement in this direction. Aside from the fact that our varsity football players had the same colored helmets and jerseys, players appeared on the athletic field with little uniformity in equipment. Futhermore, protective equipment of players, especially in football, was not up to the standard which safety demanded. Consequently the Committee outlined a long pull program whereby the practice of "provide your own" equipment would be abandoned ultimately, and the school would

eventually take over the purchase, ownership and issuance of all athletic equipment for boys and girls, on an annual athletic fee basis. The Committee feels that such a plan will not only improve the appearance of the school's athletic teams, but will provide the maximum in safety and sanitation, and the entire program can be accomplished with a decided economy to parents.

While only a small distance has been covered on the route that will lead to better gymnasium and athletic field equipment and better uniforms, your Committee is happy to report that the school has purchased and now owns and issues for game appearances, 25 basketball and 20 baseball uniforms.

In order that the entire parent body might be informed regularly of athletic events, and for the sake of giving North Shore Country Day School teams the kind of recognition that was their due, the Committee undertook a fourth project labeled public relations.

This fourth project includes the printing of schedules covering football, basketball and baseball games. The schedule cards are mailed to every family in the School just before the first scheduled game in each sport. Posters are also lithographed in full color and made available to the student body, and placed on the various bulletin boards at school. Football and basketball programs are provided for each home game. These programs list the names and numbers of all members of the home and visiting squads, and result in easier identification of players by spectators, and an improved esprit de corps among the players. Complete colored movies of our Football games have been added for educational and instructive purposes.

The Committee feels that there is need for, and ample opportunity of, continued cooperation with the Physical Education staff and the boys and girls of the school. It has made no formal plan for the future, but included in its aims is a broadening and accelerated development of the entire Physical Education program. Just as a class in boxing has resulted from the installation of better body-building equipment, so the Committee hopes that in the future the expansion of the school's Physical Education facilities will develop tennis and golf teams, wrestling, and other opportunities for group and individual play.

Long term plans could well include an improved and enlarged gymnasium for both boys and girls, more modern locker rooms, adequate facilities for boxing and wrestling, a corrective exercise room, a first aid and physical therapy installation, equipment storage facilites, and other improvements. On-campus athletic facilities could well include tennis courts and an ice hockey rink.

It is apparent to the members of the Committee that athletic teams are not made in high school, but rather in the lower schools. Physical Education must, therefore, commence in the lower and middle schools. The Committee confirms this long-standing principle. The Committee has had the viewpoint that the school is not interested in developing "Iron Men," but rather it is interested in preparing young men and women to meet with courage the problems they must solve in the future. In order that this may be accomplished, a sound and aggressive Physical Education program is essential from the time a youngster enters school until he graduates. Such a program must be planned with care and can be undertaken only with the active help of the entire parent body.

Some important beginnings have been made. Greater things should come.

ROY W. WALHOLM

VARSITY AND FROSH-SOPH SCHEDULE 1946

January 8 - University.....Away 4 P.M.	February 5 - Wheaton...Away 3:30 P.M.
January 11 - North Park....Home 7 P.M.	February 9 - Harvard.....Home 2 P.M.
January 19 - Todd.....Away 2 P.M.	February 12 - Latin.....Home 4 P.M.
January 25 - C. Christian...Away 7 P.M.	February 16 - Milwaukee....Home 2 P.M.
February 1 - F. Parker.....Home 7 P.M.	February 22 - Milwaukee....Away 2 P.M.

Time denotes start of Frosh-Soph game. Varsity game follows an hour later.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII February, 1946 Number 5

THE GRADE PARENTS' MEETINGS

Having just returned from a visit to several schools and colleges in New England, I am impressed more than ever with the value of the work our rather unique Parents Association here does both for the School and for itself. No other school seems to have an organization which is quite like it, although many have similar functions and aims.

The heart of our association is the meetings of the grade groups, and the emphasis placed on the importance of these meetings. In each of them we usually have a group of 20 to 30 parents who meet together several times each year to consider problems which are common to all the children in the group. Individual or personal questions are kept out of the discussions, for they properly belong in the Headmaster's office and should not be inflicted on the patience of the whole group; but matters which are pertinent to the growth and welfare of the group as a whole are very thoroughly discussed.

This type of meeting is, actually, an excellent example of the best sort of adult education. The ideal conditions under which true learning will take place has been defined as a group of individuals who meet together to face a problem which is of real interest to them all, "a felt need" as the books say, and who are able to discuss freely and impersonally the various aspects of the problem in the hope of reaching some satisfactory solution.

The Grade meetings meet these conditions completely. The group is small enough so that free discussion may take place and yet it is large enough to prevent the matters under consideration from seeming too personal. The parents know each other well enough so that each presents frankly and forthrightly his own point of view. (If this is not true at the opening of the year, however, it would be well for the chairman to hold a few meetings, with the children, if need be, with the object of helping the members to become better acquainted.) But above all there is present the knowledge that each family is to determine its own action on any problem independently of all others, although realizing fully its responsibility to the other families and the group as a whole for whatever it does. The fact that no votes or resolutions are ever passed at these meetings, leaves each member free from coercion and therefore free to make his own decisions.

The full discussion of these important problems, however, gives each family an understanding of what goes on in the other homes and in the school. This forms a background for the thinking of the individual parents. It also tends to heighten their realization of the importance of their ideas and practices to the rest of the school, and of their responsibility for evolving school policies and community standards.

We are indeed one world today. No one can feel that his actions do not carry weight in his community. The Grade Parents Meetings seem to furnish an unusual opportunity to function effectively in this manner, not only for the sake of the children in the grade, but also for the growth and development of the parents and teachers who participate in them. It has been the experience of the School in the past, that where the grade chairmen have a realization of the possibilities that lie within these informal gatherings, they become astoundingly valuable in their results upon adults, children, and the School. We owe a deep debt to the chairmen for these services which they have rendered.

PERRY DUNLAP SMITH

A WORD OF APPRECIATION

As parents of students at North Shore we are often inclined to take for granted the fact that quality of instruction and excellence of curriculum are easily maintained under any and all circumstances. We know that for the major part of the day-light hours our children are subjected to the influence of a fine group of men and women who are sincerely interested in their mental, physical and moral welfare and developement. That this situation should and will continue to obtain is a fore-gone conclusion in our minds.

We find ourselves confronted with so many local and national problems that are so vital to the conduct of our own businesses, that we are apt to lose sight of the fact that these same factors also affect materially the administration of our school. It is well occasionally to examine these facts in the light of our own experience.

North Shore Country Day School functions as it does by virtue of tireless effort on the part of a loyal and devoted headmaster and staff, augmented by a conscientous and capable Board of Directors. Sickness, necessary leaves of absence, loss of staff to the Services and other unavoidable changes in personnel require readjustments in any business. That these same conditions obtain in our school, and that they have been met promptly and without loss of continuity of teaching or efficiency reflects great credit upon the school administration.

We should not only be grateful for these facts, but we should also do our share by constant attention to these problems, attendance to school activities and by active participation in those operational functions entrusted to members of the Parents Association.

EDWIN L. BRASHEARS,
President, Parents Association

GRADE MEETINGS

The mid-winter grade meetings are underway. The Parents of sixth, seventh and eighth grade pupils will hold a joint meeting sometime this month, when Mr. Smith and members of the faculty will speak on subjects pertinent to that group.

The ninth grade parents had their mid-winter meeting on January 21st, at the home of Mr. and Mrs. George E. Booth and the twelfth grade meeting was held on January 18th. It took the form of a delightful party, with supper at Indian Hill Club for both the parents and the children. A skating party was planned but — the square dances were just as much fun.

LIBRARY COMMITTEE

The following books have been missing from the library since school opened in September. Please look around and see if you can locate any of them. The Library Committee would appreciate their immediate return.

History of the Ancient World.	
The Orient and Greece.	*M. Rostovzeff*
Eminent Chemists of our Time.	*Benjamin Harrow*
America, its History and People.	*Faulkner & Kepner*
The American Natural History.	*W. T. Homaday*
Introduction to Botany.	*Bergen & Caldwell*
Sherlock Holmes Detective Stories.	*A. Conan Doyle*
Wuthering Heights.	*Emily Bronte*
New Frontiers of the Mind.	*J. B. Rhine*
The Cowmans Wife.	*Mary Rax*

Library Committee,

MRS. EDWIN L. BRASHEARS, *Chairman*

EDUCATIONAL LECTURE SERIES

February 5th, the noted Danish actor, Paul Leyssac, will give dramatic interpretations of Hans Christian Anderson and the Biblical story of Saul and David.

February 19th, Clifton Utley will give a talk on "Current Affairs." Both will be held at usual 11:00 o'clock morning Ex.

February Morning Exs.

Monday, February 4th — Town Meeting.

Tuesday, February 5th — Educational Series.

Wednesday, February 6th — Stars of the Moment.

Tuesday, February 12th — Lincoln's Birthday program, 5th grade.

Thursday, February 14th — Valentine Play, 2nd grade.

Tuesday, February 19th — Educational Series

Wednesday, February 20th — Washington Birthday program, 4th grade.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII March, 1946 Number 6

THE RESIDENT STUDENT'S HOME

For many years there has been a steadily increasing demand for some sort of boarding facilities which would make it possible for parents living beyond commuting distance to send their children to the School. It has been gratifying, also, to receive from time to time inquiries from as far away as New England, from parents who would like to enroll their children with us if we could offer living accommodations under the supervision and control of the School.

To meet this demand four years ago, we inaugurated a boarding department centered around a master and his wife who would supervise the residence building on our campus known as Leicester Hall. Here, eight to ten boys have lived under their direction and the direct supervision of the School without danger of its becoming an institutional dormitory. A group of parents was selected to assist in planning the redecorating and remodeling of the building, and selecting the furniture and equipment.

Mr. Cleveland Thomas is the resident master in charge. He and Mrs. Thomas make Leicester Hall their home and assume complete responsibility for the boys who live there with them. The atmosphere and activities of the residence are as much like a home as possible. The boys live as a part of the community, entering into matters of community interest just as is done in other homes. They have home duties and responsibilities, each working out with Mr. and Mrs. Thomas his share in the welfare and happiness of the whole group. The cultural advantages of the metropolitan community, such as concerts, art exhibits, dramatics, et cetera, are available; of course there is participation in the social life of the neighborhood as well, but always under control and direction. The students receive help in learning how best to direct their study efforts effectively. At least one unmarried master is in residence in the House to assist the house master.

There are both single and double rooms available for the boys. All meals are served in the dining-room, as a family, except on school days when the boys eat their noon meal in the regular school lunchroom with their classmates.

Ample provision has been made for recreation and relaxation, so that as far as possible life in the residence is that of a healthy, normal home rather than of an institution.

Pupils are accepted on either a five-day week - going to their own homes for the weekends - or a full-week basis, the charge being somewhat less for the shorter week.

We believe that this department has proved valuable to parents, pupils, and the School. It extends the area served by the School; adds pupils from a distance, which broadens the point of view of the student body; and helps students who need more systematic supervision than many homes are able to give.

If any parent knows of families in other communities who might be interested in the department, we would greatly appreciate being put in touch with them.

May I express here the thanks of the School for the help and hard work given in perfecting and working out this plan by the committees from the Parents' Association, the Faculty, and the Board of Directors. It never could have been completed without their loyal and able assistance.

PERRY DUNLAP SMITH

Suggested names for our Home Department:

Name ..... *Address* .....

Name ..... *Address* .....

I will be happy to make the necessary contacts ( )

I prefer to have the School make all contacts ( )

OPERA - 1946

On March 22 and 23 Gilbert and Sullivan's "RUDDIGORE" will be presented in the School Auditorium. This opera, the tenth of the series produced by the famous pair, is a satire on stock melodrama, with an excessively villainous villain, an unbeliably sweet and innocent heroine, an old family retainer and a flock of ancestral ghosts. The plot centers around the curse on the Baronets of Ruddigore, which compels them each to commit a crime a day, or perish in inconceivable agony; one of the most effective and unusual scenes in any G. & S. opera is the one in which the ancestral ghosts appear to the current baronet to check up on his wickedness.

The annual Opera is a production initiated by the Music Department, involving in some way practically every student in the High School, with the valuable cooperation of the Art, Shop, Stage and Physical Education Departments; and many of the parents, especially the women of the Costume Committee.

Almost all the students learn the choruses of the Opera; during the actual performance many are occupied as members of the stage and lighting crews, or of costume and property crews. The Ninth Grade girls are given a course in stage make-up, and act as make-up crew for the chorus. Several students play in the Orchestra along with the professional musicans engaged for the occasion, and approximately one hundred sing as Principals or as members of the Chorus.

The Principals are chosen not only for their musical ability but also for their ability in portraying the various characters. Two casts are trained, one group appearing on Friday evening, and the other on Saturday. This gives opportunities to the largest possible number of people, and at the same time solves the problem of understudies.

Opera at North Shore offers an unparalleled opportunity for cooperation among students, faculty and parents, and a delightful experience for performers and audience.

RAMSAY DUFF

* * *

THE COSTUME COMMITTEE

The Costume Committee has been busy for sometime working on the costumes for the Opera. The members of the committee are most resourceful and efficient and I am more than grateful to them for the hard work that they are doing, particularly as they are faced with great difficulties. The shortage of materials and necessary articles like white stockings makes the life of a costumer an unhappy one. However, the committee has very talented members, who can evolve beautiful hats from a rag, a bone and a hank of hair, so I imagine that it will overcome all obstacles. Again, I want to thank everyone who is working on the Costume Committee in any capacity.

MARION JEFFRIS

ART EXHIBIT

Miss Frances Badger is having an exhibit of about 20 of her oil, tempera and water color paintings at the North Shore Art League in the Winnetka Community House, during the month of March. Miss Badger, who is director of Art in the Lower and Middle Schools, is a well known Chicago artist who has had pictures hung in many exhibits at the Art Institute and other galleries throughout the country. She is also well known for the murals that she has done for the public schools in Chicago.

The pictures chosen for this exhibit include scenes from the City of Chicago, Mexican landscapes, and still life.

* * *

EDUCATIONAL LECTURE SERIES

At the Morning Ex., on Tuesday, March 26th, John Jacob Niles will give a program on the American Ballad. Two years ago Mr. Niles was at the school and proved so entertaining and delightful that he was asked to return. When here before, he was so charmed with the A Cappella Singers that he wrote a ballad for them.

Mr. Niles has lived among the Mountain people to study their habits and songs, and while with them learned to make and play their native instrument, the dulciner. He will bring with him his own dulciners which he will play while singing some of his collection of ballads.

* * *

SEVENTH AND EIGHTH GRADE MEETING

There will be a joint meeting for the parents of the seventh and eighth grade pupils on Tuesday evening, March 12th, at 8 o'clock, in Walling Hall. Mr. Smith will be the speaker.

* * *

LOWER SCHOOL ACTIVITIES

February was a very full month for the Lower School, with considerable activity along the dramatic line. The first and third grades joined forces in planning a Valentine's Day Morning Ex for the school. The fourth grade wrote and worked out a play centered around the life of George Washington for the Morning Ex on February 20th and the fifth grade produced a play of their own, concerning the life of Abraham Lincoln from his birth to the giving of the Gettysberg address. That play was also given before the school at a Morning Ex.

An entirely different interest occurred, brought about by the "big snow" of February 14th, in the visit to the third grade of a chilled and hungry seagull. He proved to be a remarkably tame gull, who took the visits of the children from other classes throughout the day, with a great deal of sang froid.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILLINOIS

Volume VIII April, 1946 Number 7

THE PRINCIPAL PURPOSE OF THE COUNTRY DAY PLAN

Many of the new parents in the School may not realize the significance of the phrase "Country Day." It signifies a certain type of school which was originated in Baltimore almost 50 years ago by a group of parents who were convinced that the best envirnment in which to bring up healthy, normal, adolescent boys and girls was in their own homes rather than sending them away from their parents just at the time when ther growing awareness of the life around them and the problems it brought them made close association and guidance by their parents most necessary.

This type of school was created in the belief that family life was essential in our increasingly complex and confusing civilization. It offered a vitality and stability which the young student sorely needed as his character and personality were taking shape before he went to college.

At the same time, these schools attempted to conserve for their pupils the advantages and simplicity of life in the country and yet not remove them from the even more essential daily companionship of their own families. The plan has been most successful and has been adopted so widely throughout the United States that this type of school is now numbered in the hundreds. The Country Day plan therefore carries with it the implication and responsibility of close understanding and cooperation between the school and the home; for the parents are in effect "the faculty in charge of the dormitories", as Willoughby Walling pointed out at one of our earliest parents meetings.

If a close partnership is maintained between the faculty at school and the "faculty" at home, the full benefits of the Country Day plan will be received by the children in about the same proportion that this partnership is successfully maintained. Where the home is adequate for the needs of the children, surrounding them with the background of culture, affection, and high ideals, and when the school is adding its share of the same ingredients each giving the other its full confidence and understanding, an excellent environment for growth and preparation for college and life is the result.

But, if in the hurry and stress of the reconversion period we neglect to maintain and continue this close collaboration, much of the advantage of our type of school is lost.

Not the least responsibility of the Parent "faculty" in this connection is to see that the children have suitable conditions on every week day night to ensure good study habits. This includes, besides the usual physical factors of good light and ventilation, protection from distractions and interruptions; and regularity of study hours. A recent poll of one of the High School classes taken last week indicated that many children need far more help than they are being given in such matters. There should be regulations regarding study periods approximating the conditions under which evening study is regulated at good boarding schools. This usually includes two study periods of one hour each from about 7:30 to 9:30 every night. During this period no telephoning or answering of telephones is permitted nor are radios allowed.

Our poll showed that almost half the class spent one hour or more (one claimed 2 1-2 hours) on the telephone on the evening in question. Some students were permitted to go to the telephone six times that night. This is certainly not conducive to good study habits.

Another important factor is regularity, both of starting and stopping studying. When a child forms the habit of studying at the same hour every night, much energy and time is saved and far less fatigue results. Also when a student knows that his bed time hour will be enforced regularly and impersonally (as it is at boarding school) every night, it aids him greatly in forming the habit of concentration. The parent can help the student plan a proper schedule for his own needs in this respect, for not two students are alike. Some will need more time than others, but some sort of time schedule should be formed and adhered to if the student is to learn the value of organization. 10:00 is the usual hour for lights out in most dormitories, yet in the class referred to above I found less than half the students were in bed by 10:00 and several were permitted to study until after 11:00; one even until midnight. This, on a school night when the pupil was expected to be ready for clear-headed work the next day.

But, the problem of distractions on the weekends is in some ways even more important. Here, too, the disrupting influence of the reconversion period necessitates careful watching. The post-war wave of flaming youth and thoughtless self-indulgence, does not seem to have attracted our boys and girls - as yet. On the whole, they are more mature in their attitudes toward society and sounder in their view point toward their obligations to themselves and their families than they have ever been. It was gratifying indeed to see their reaction to the excitement of the Christmas vacation and how well they kept themselves in hand. They appraised rightly their contemporaries who, having been exposed to advanced types of sophistication in schools away from home, attempted to show off their new-found knowledge. There has been, and is, much dissipation among high school students in nearby communities, but so far it does not seem to have impressed or interested your children.

And yet there is some evidence that there is a steadily growing habit of staying out later and later on weekend nights, of going to late parties both Friday and Saturday nights, and returning to school on Monday with a heavy deficit of sleep still not made up. The parties in themselves are good, many of them are delightful, but the total amount of recreation after dark adds up to something that is nearer being dissipation than recreation. If the parents would recognize this danger and how easily it becomes serious by almost imperceptable stages, proper action can be taken before it is too late.

It would seem that it was a little excessive for young High School children to feel that they must attend a movie before a dance and then go to an open house afterward, arriving home at 1:30 a.m., all in one evening; and yet, that is exactly what many of them did last Saturday.

The competition to enter college was never so great as it is now and will be for several years to come. Many colleges have announced that they have reduced their quota from High School graduates by 80% to make room for veterans. This means that only the students with the strongest academic records will be accepted. In the face of this we must give our boys and girls every opportunity to do their best work and 9 hours of sleep per night will be little enough. Sending them away to boarding school does not solve the difficulty, for the colleges have advised us that even with the limitation of numbers they intend to maintain their representation from the whole of the country and hence there is an advantage in applying from a state at a distance from New England.

In the matter of preventing social distractions, the problem may be solved more easily by controlling the situation at home than by running away from it into the even more advanced sophistications to be learned away from home. In the past our parents have brought about beneficial changes and improvements in the community atmosphere. It takes only a realization of what we want, and the

courage to act together to get it. I have found no lack of either of these qualities in our parents group in the past. The soundness of our children's present attitudes bears testimony to the wisdom of their parents today. Though they may seem to object at the time, in the long run I have found the children deeply grateful for this type of help and protection given by their parents.

PERRY DUNLAP SMITH

LOWER SCHOOL LIBRARY

Until last year the Lower School had its books scattered among the various classrooms. This was a fine idea for the individual classroom, but so far as the Lower School as a whole was concerned no one but the individual teacher knew what wealth (or sparseness) of material was available and there also was unnecessary duplication of books.

It was decided by the faculty, after considerable discussion, that it would be more profitable to the children and to the teachers to pool all books and organize them into a lower school library.

Gathering together the books; collecting the necessary shelves or having them made; weeding out and discarding badly broken or no longer useful books; pasting pockets in; sorting according to subject matter, between 5,000 and 6,000 books was no mean undertaking.

By the time last summer arrived, it was obvious that the teachers had too little time to do a systematic job and that the gallant Library Committee of Parents that had done the montonous and uninspiring but very essential work of pasting pockets and writing numbers, could not make the library a going concern without a parent chairman and an augmented committee.

Mrs. George A. Adams consented to be the chairman and instead of waiting until fall to take up her duties, she and Miss Mildred Smith worked through the summer, classifying the books and making an excellently useable file. Mrs. Adams consulted librarians, she organized her committee and has herself spent practially every morning this year in the library. Anyone visiting the Lower School Library cannot help but be impressed by its orderliness and efficiency and by the vital way in which it is being used by individual children and groups of children from the Junior Kindergarten through the fifth grade. I wish Mrs. Adams and the other members of the committee could have been present the other day to hear the spontaneous compliments from several of the sixth grade children who had been allowed to use the library for some special work.

About 700 books are in constant circulation. The children use the library freely and with growing intelligence, seeking information and for pure pleasure reading. New books are added frequently.

The Lower School teachers are deeply indebted to and appreciate the fine and loyal work of our Lower School Library Committee.

The present members of the Committee are: Mrs. R. R. Donnelley, Mrs. Gene Harper, Mrs. John Ott, Mrs. Lawrence H. Sely and Mrs. Roy Walholm. Mothers, who have helped in the past ,are: Mrs. Phillip Atwood, Mrs. John Favill, Mrs. Ralph N. Isham, Mrs. Edward Gammie, Mrs. Kingsley B. Colton and Mrs. R. M. McKnight.

GLADYS L. ADSHEAD

EXAMINATIONS, COLLEGE BOARDS AND VACATION

College Board Examinations for the Seniors will be held at New Trier High School on Saturday, April 6th. The Scholastic Aptitude test will begin at 8:45 a.m. and the Achievement Tests at 1:45 p.m.

The Third Term examinations for High School students will be held on April first, second, third and the morning of the fourth. Easter vacation starts for all

students, except the Seniors, after the finish of the examinations on Thursday morning. The Seniors will return to school on Friday morning, April 5th, for College Board review classes. School will re-open on Tuesday morning, April 16.

EDUCATIONAL LECTURE SERIES

Clifton Utley will speak on, "Current Affairs" at Morning Ex. Tuesday, April 16th, the day school reopens.

On Tuesday morning, April 30th, Cleveland P. Grant, a well known Ornithologist, will give a natural color motion picture lecture on "The Beauty and Wonder of Bird Life". Mr. Grant is the Director of Extension of the Baker-Hunt Foundation. In the past, he has been president of the Audubon Siciety of Ohio, president of the Chicago Ornithological Society and acting curator in charge of the School Extension Department of the Field Museum of Natural History.

Of Mr. Grant, the University of Pennyslvania says, "In the last 30 years we have had many lectures on birds but yours was the most outstanding".

GRADE MEETINGS

The Eleventh and Twelth Grade parents and children are having a joint meeting on Monday evening, April 22nd, at 7:45 in Walling Hall. Mr. Smith, Mrs. Childs, and Mrs. Wilcox will discuss the very serious problem of college admissions. The meeting is called early to accommodate the children and will be divided during the first part of the evening to permit the girls and their parents to meet with Mrs. Childs and Mrs. Wilcox, and the boys and their parents to meet with Mr. Smith.

On Monday evening, April 29th, at 8 o'clock the ninth Grade parents and faculty will meet at the home of Mr. and Mrs. S. M. Roberts, 240 Chestnut Street. Mr. Smith will speak on "The Freshman, the Family and the Future.

ARBOR DAY

There will be two Arbor Day Morning Exercises, one for the Lower and one for the Middle and Upper Schools on Friday, April 26th. On that day hawthornes, the craetegus pruniafolia, will be available to those children who have signed for them for home planting.

BASEBALL SCHEDULE

April 19	University High	There
April 20	Milwaukee C. D.	Here
April 23	Francis Parker	Here
April 27	Wheaton	There
April 30	Chicago Christian	Here
May 3	Luther	There
May 10	Harvard	Here
May 14	Concordia	There
May 17	Lantin	Here
May 18	Milwaukee C. D.	There

All games start at 4 o'clock except Wheaton - 10 a.m. — Milwaukee - ~~10 a.m.~~ 2 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VIII | May, 1946 | Number 8

ARE PARENTS NECESSARY?

In the perlexing confusion of the present reconversion period it is hard for adults to see even dimly what course to steer for themselves, and even harder to advise their growing children. We are baffled by the problems that face us on every side and, in our bewilderment, almost resent any added problems that come to us through the usual demands made upon us by our growing children. In such a situation we tend to accept any course which seems to relieve us of the weight of any part of this heavy burden at least for the time being, without realizing that it may not really solve the problem at all in the end.

If the parents are confused by the present state of the world, how much more confusing must it be to the adolescent boy or girl who is facing for the first time a realization of what the adult world means and at the same time is attempting to adjust himself to the host of new and conflicting motives and sensations that are welling up within himself. Our difficulties are really of much less substance than his in relation to the extent of the abilities and background of experience involved. In this sense he needs help far more than we do.

Under these circumstances it seems clear that even a confused parent is better than none. The home, if it has been a happy home, as it usually has, is protectingly familiar to the young boy or girl. He has built up certain relationships in it which tend to give him partial security; and from these he can reach out to establish a greater and greater basis of understanding of the world about him. In the midst of all the new sensations that come to him he has his parents to help him interpret the meaning and implications of them. For there are bound to be many of his experiences which, though new and disconcerting to the youngster are familiar ground to his parent, and so will bring some renewed sense of confidence to the adult when he finds he can be of help in working out the young man's perplexities.

Naturally the student at that age, having tried and failed with many of his new found theories to solve the difficulties under which he labored would like nothing better than a fresh start. If he could leave behind all those who remember his blunders and shortcomings, he hopes that somehow he would also wipe out those acts themselves. Everyone longs for a second chance and at no time do far pastures look greener. But, is that what really happens when one runs away from one's problems? Will a new and strange environment with new and frequently unfriendly personalities to adjust to make the solving of a personality difficulty, for instance, any easier or surer? Or would it be better to work through the difficulty in familiar and friendly surroundings, with the understanding help of one's parents close at hand in case of need?

It is natural for the boy or girl to feel, when involved in adolescent misgivings and doubts about his ability to cope with life's demands, that if only he can get away from it all, everything would straighten itself out. It is also natural for the perplexed parent to wonder, when problems are piling upon him at an alarmingly rapid rate, if it would not be better to solve at least one of these problems, of his son or daughter, by turning it over to someone else at a distance sufficiently

far away to keep it pretty well out of sight. But, in neither of these cases does it really solve the problem. In fact it really adds to the difficulty for it deprives both the child and the parent of the benefits they can derive from each other. Parents are indeed necessary, and at no time more so than during the High School years of their children.

There is no longer a question of having to send children away to "prep" schools in order to get them into college, for under the high pressure competition of college admission resulting from the war, most colleges are no longer picking their students solely on the basis of marks or examinations. They are selecting them on a basis of all round development and well integrated personality as well. In this it stands to reason that experience in a real community life where emphasis on arts and activities is required of all, is a far better preparation than that of artificially sheltered and isolated institutions where normal family life and its wholesome influences are missing. Moreover the deans of several colleges and one president have definitely stated to me this spring that for geographical reasons alone the cards of admission are stacked today in favor of the pupils coming to the eastern colleges from states at a distance from New England. In spite of the tremendous pressure placed by the G. I. Bill of Rights upon the colleges, so that they have had to reduce their quota of boys entering from High Schools very drastically, the present Senior Class has already had 5 of its boys accepted, which would indicate a very gratifying condition in regard to the standing of our school.

One of the greatest headmasters in New England has recently pointed out to a parent who was attempting to solve her problem by entering her boy in his school, that in most cases the problems of adolescence can be lived through in a year's time anyway if the boy is given a reasonably happy and satisfying environment. The parent then gives all credit to the fact that the boy was sent away from home whereas if he had stayed at home the same result would have followed. This headmaster is an unusually wise and clear seeing scholar who is famous for facing life fearlessly. And there is also the advantage which he did not mention that a boy derives a distinct satisfaction from having worked out his problems at home in the midst of a normal community life in the real world as it is today, and that that there is also the very valuable and lasting dividend of having successfully faced these problems side by side with his parents, thus deriving a sense of comradeship with them, for which there is no adequate substitute. It does seem as though in this complex world today parents are even more necessary to their growing children than ever before.

PERRY DUNLAP SMITH

ANNUAL SPRING MEETING

The Annual Spring Meeting of the Parents Association will be held Tuesday evening, May 7th, at eight o'clock in the Auditorium.

Departing from past custom somewhat, the Executive Committee decided to hold a closed meeting in order to present several matters of current and absorbing interest to parents of all age groups and to the School. The Nominating Committee will present the slate of officers for the coming year, and the Headmaster will answer the burning questions on College admissions with a talk which is timely for parents of students from Middle School onward through High School. Short talks by two experienced parents will describe some of the intangible values of a Country Day School and advantages will be taken of the opportunity to pay just tribute to Mrs. Childs upon the occasion of her retirement from the faculty. Following the program, refreshments will be served in Walling Hall.

With conviction that all parents will find the program most interesting, a full attendance is earnestly recommended.

EDWIN L. BRASHEARS, *President*
Parents' Association

MAY DAY

The annual Spring May Day festival will fall on Friday, May 17. Preparations are well under way for the traditional celebration. The tenth grade girls have charge of the plans under the direction of Dr. Landau and Mrs. Childs.

The Student Council has nominated three senior girls for May Queen: Carla Esch, Dixie Greeley and Lee Holliday. The choice of the whole school will be announced later.

There are to be, as usual, three different sorts of activities. First, the music department of the Lower School will present an operetta in the Auditorium, at 10:30. This will be followed by processions to the dancing green, east of Dunlap where both students and faculty will take part in folk dancing. The dancing will be followed by a picnic luncheon on the grounds.

All parents and friends of the school are most cordially invited to share in all activities of the day. Luncheon for pupils and parents is brought from home.

Following the picnic luncheon all mothers of Junior and Senior boys and girls will meet with the faculty to make final plans for graduation festivities.

Detailed notices will be sent later to each family covering hours and places for the younger children.

SCIENCE NOTES

The Science laboratory has recently acquired an automobile motor complete with transmission and all working parts. It is a Chevrolet over-head motor, intended primarily for the Aeronautics and Physics classes, so that these classes may learn the operation and function of the parts of an internal combustion engine. Needless to say, interest in the project of taking it apart is high.

These classes are also engaged in the grinding, by hand, of a lens for a reflecting telescope. It is hoped that eventually the complete telescope may be made in the laboratory.

SENIOR CLASS PLAY

The Seniors will give "The Barretts of Wimpole Street," as their class play on the evenings of May 31st and June 1st. There will be two different casts of girls, one for each night, with those who had prominent parts in the Opera cast in the minor rolls and the "Girls of the Chorus" having their moment of thespian glory.

"DOC" ANDERSON'S TWENTY-FIVE YEARS

"This gathering to-night is a tribute to him and to the School as he has built it - you are all busy young men and for you to take the time and trouble to be here means a lot.

"It is a tribute to yourselves too, for it shows that you have a sense of the lasting values of life - the things that really count and you wish to hand them on to those that follow you", said Mr. Smith, in part, in speaking to some 60 Alumni who gathered at dinner on April 15th to honor "Doc" Anderson's 25 years service to the school.

Virtually every class was represented, and there were messages from many alumni who were unable to attend .

Pete Hamm, president of the Alumni Association and a committee arranged the dinner, which was a well kept secret. Contributions from alumni made possible the presentation to "Doc" of a moving picture projector and a scroll bearing the names of those present at the dinner and also those who were unable to attend but wanted to show their gratitude and appreciation to "Doc".

* * *

The Parents Association takes this means to congratulate "Doc" Anderson and add its tribute to him, whom we have all learned to admire and respect.

THE PARENTS ASSOCIATION

SPRING CONCERT

The New Trier High School Spring Concert will include a performance of Ramsay Duff's musical setting of Walt Whitman's "Song of the Universal." This composition was written in honor of the 25th Anniversary of the North Shore Country Day School, and was first performed at the School's anniversary celebration in May, 1944; it was performed also at commencement of the same year and again in 1945. Mr. Duff will be guest conductor of the New Trier chorus and orchestra in presentation of his composition, which will take place on Sunday afternoon, May 12th.

LOST AND FOUND

The Lost and Found drawers in the office are bursting with found mittens, scarfs, sweaters, caps, etc. At the end of school all unclaimed clothing will be given to a relief agency, so it behooves mothers or children to claim articles now.

SENIOR KINDERGARTEN

The parents of the Senior Kindergarten children met on April 24th, at the home of Mr. and Mrs. G. Edward Riley in Kenilworth. Miss Adshead and the kindergarten teachers led the discussion group.

LOWER SCHOOL

On May Day the children of the second, third, fourth, fifth and sixth grades will give their own version of the opera, "Hansel and Gretel," with the music of Humperdinck.

Many of the children in various parts of the School have become very conscious of the needs of European children in the countries that were subjugated by the Germans. In the lower school the fifth grade became interested in Holland. From this grew the desire to assist a Dutch boy through the "Save the Children Foundation, Inc.". The fifth graders discussed with Miss Griffin how to "adopt" a Dutch boy and worked out for themselves how much individual responsibility each child could take.

The fifth graders have received a letter from their Dutch "classmate" and hope that this will begin a pen friendship and be the first of many adventures in international understanding and ways toward future peace.

The class gave an account in "Little Morning Ex." of all that they had found out about the Dutch and about Holland. The very good maps they had drawn were shown to the other children.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VIII June, 1946 Number 9

THE RECONVERSION IN SCHOOLS

With the school year drawing to a close, one instinctively tends to look back over the past months in order to summarize the events, progress, and changes that have occurred.

On the whole the school has done well, but the year has been a very confusing one for everyone. The reconversion problems which beset business and professional men on all sides, have weighed equally heavily on schools and colleges. The seeming inability of Congress to face the problems of the draft and military training has resulted in undue hardships being placed on students who are contemplating entering college and upon parents, teachers, and college authorities who are responsible for them. The G. I. Bill of Rights emerged deformed from Congress to place heavy burden on the already over-taxed colleges. At least two governors of states (New York and Massachusetts) have summoned all the presidents of colleges located within their jurisdiction and demanded that they find room for veterans even at the risk of lowering the educational standards of their institutions.

These difficulties greatly complicate the problem of the student about to graduate from high school. It is hard for him to plan. His chances of being admitted to college are greatly diminished; even if he does get in, he may not be allowed to go, for the Draft Board may take him. Moreover the average age of the freshman class in most colleges has been so greatly increased, that there is a serious question whether or not he would be too young to benefit fully from the experience; and now, just as he has become reconciled to facing a year or so in the Army either by draft or enlistment, the Congress modifies the law so that he won't be eligible until he is out of his teens. That, of course, means that he will have to look forward to having his college career broken in the middle by military service two years from now.

The situation in regard to teachers has also been confused. The return of the veterans from the war has produced many changes due to the problems of residence and of family relationships; many schools had enrolled teachers on a temporary basis "for the duration," while in other instances former faculty members returned to their pre-war posts under the G. I. Bill of Rights. These factors have produced an unusually great turn-over in schools faculties everywhere.

Curiously enough the number of men who are applying for teaching positions has greatly increased while the number of women has diminished alarmingly. Servicemen seem to have been doing some very careful and considered thinking and weighing of values while overseas. Many men who never before had had any idea of entering the teaching profession have returned with a determination to make it their life work. Many have asked my advice; several were our own graduates, but others I had never known before and had come because they had heard of the School and were in sympathy with our point of view. It has been a revelation to talk with these young men and to find that they are returning from their gruelling and often gruesome experiences with high ideals and a determination to do what they can to help keep those ideals alive for future generations. I have been fortunate enough to secure the services of several for our staff next year.

These are some of the factors all schools are facing during the Reconversion period. We at North Shore seem to have been fortunate in the manner in which they have effected us. It is too early now to know the final results of our Seniors' college application, but over half of them have heard from their chosen colleges and with astonishingly gratifying results. The college acceptances we know about as I write this are as follows: Mills, 1; Sarah Lawrence, 3; Scripps, 1; Sweet Briar, 3; Williams, 2; Harvard, 1; Oberlin, 4; Colgate, 2. The outlook is far better than I had anticipated.

In the matter of staff changes, the retirement of Mrs. Childs is uppermost in all our minds and hearts. She is the sort of person that can never be replaced. She came to the school the day it opened and has served it loyally with never thought of self ever since. She is a truly great teacher. We were lucky indeed to have had our children studying under her direction and the influence of her personality and character during these 27 years. We may also take pride in the fact that a great teacher of her ideals and discrimination has felt that her talents and aspirations had enough scope and satisfaction in our environment to enable her to feel at home with us for such a long period. She has built with her own hands and heart a very large part of the School. Her colleagues and friends who have been privileged to be touched by the spark of her genius will do what we can to keep that spirit ever burning in the soul of the school.

PERRY DUNLAP SMITH

ANNUAL MEETING OF THE PARENTS' ASSOCIATION

Mr. Edward R. Adams was elected president of the Parents' Association for the coming school year at the annual meeting, held on Tuesday night, May 7th, in the Auditorium.

Mr. Brashears presided as the retiring president and a 20 year "veteran" of the Association. Both he and Mrs. Brashears will be missed, as they have been very helpful and enthusiastic participants in all the School's activities. Mrs. Childs was presented with a gift and a resolution was spread upon the minutes of the meeting in tribute to her long service and deep and abiding interest in the school.

The current problems facing the Colleges and Universities was discussed by Mr. Smith. Mr. Brashears gave "some retrospective thoughts" and Mr. Hamm spoke for the Alumni Association. The following are excerpts from their talks which we are sorry not to be able to print in full.

"In the activities of our Association, parents may find the ideal medium of contact with other parents, other students, the faculty and their children.

"It has been pointed out on many occasions that there is a remarkable similarity between the progress of a student and that of his parents in this school. When parents devote the time and effort incident to the functions of the Association they invariably find a new and common meeting ground with their children. This is not to imply that these same parents are otherwise carless or negligent in their relationship with their children. But experience has proven that an additional sphere of interest can be created and enjoyed by both."

EDWIN L. BRASHEARS

* * *

"I think my appearance here must mark an occasion of some sort in the history of the North Shore Country Day School, for it is the first time that a representative of the Alumni Association has been asked to speak to the Parents' Association.***

"The Alumni Association now has around 800 members in it, divided almost equally between the boys and the girls.***

"It has been over 20 years now since I first heard the analogy originally used by Mr. Walling, I believe, in describing the basic principles underlying the program of this school. A triangle with one point representing the Faculty, another the Parents, and the third, the Students. Each group with the common interest of raising our children or in being raised, and in making North Shore a better and better educational institution.

"Perhaps we may now, extend our geometry to the use of a rectangle as the analogy, with the fourth point in the figure representing the Alumni, for their interest, of course, can and will mean much of value to our School."

EDWARD F. HAMM, JR.

RESOLUTION

WHEREAS, Julia B. Childs, from the beginning of the North Shore Country Day School, until the day of her retirement, has been intimately associated with the life and aspirations of the school, and

WHEREAS, in her capacity as Dean of Girls, she has given generously of her wise judgment and sympathetic understanding to all who sought her counsel and guidance, and

WHEREAS, her unremitting devotion to the school and its interests has been an inspiration to all parents in the school

NOW, THEREFORE, BE IT RESOLVED that this expression of appreciation and warm affection of the entire parent body of the school be spread upon the minutes of the Parents' Association of the North Shore Country Day School as a slight token of their sense of unfailing indebtedness to Mrs. Childs and their profound gratitude for the privilege of her friendship and leadership, both for themselves and for their children.

ART LIBRARY COMMITTEE

There will be an exhibit of Miss Badger's own paintings at the school for two or three weeks beginning the week of May 20th, also, Miss Badger is having the second one-man exhibition in the new Art Room in the Chicago Public Library.

On May 7th Miss Bacon and a few members of the Art Library committee went shopping for pictures for the school. With part of the Harriet Patricia Plotkin fund they purchased sixteen large reproductions of paintings, mostly French. It is hoped that they will be mounted before school closes, but if not, will be surely on view early in the fall. The following are the new pictures: Renoir, "Mm. Charpentier and Children; Monet, "Beach at St. Adresse"; Homer, "Stowing the Sail" and "Coming Storm"; Rivera, "Lily Vender"; Utrillo, "Rue de Crimee" and "Mont Cervis"; Davis, "Deborah and Neitzche"; Modigliani, "Portrait of Mme. Zboroski"; Dufy, "Chateau and Horses"; Cezanne, "Village Panorama"; Gauguin, "I raro te oviri"; Matisse, "Still Life"; Monet, "Cliff Walk"; Bracque, "Still Life, The Table"; and Picasso, "Boy in Harlequin Jacket".

MRS. FRANK F. KOLBE, *chairman*

LIBRARY COMMITTEE

Now that the School year is nearly over, it is most important that all books be returned to the Library. Keeping them over the summer results in the loss of many books. So please make every effort to get all books back immediately.

MRS. EDWIN L. BRASHEARS, *chairman*

LOWER SCHOOL

Spring in the Lower School has brought an influx to the classrooms of flowers, seeds, opening buds and live animals, including cannaries, bees, ants and two alligators. All children have done considerable research in their various projects and taken a keen interest in them.

The First and Fifth Grades have canarie families. The Second Grade has an observation hive of bees. In Third Grade a number of experiments have been going on for several weeks, in the planting and culture of seeds. The seeds were

planted in various soils and the results watched. Geranium slips were also rooted and the two alligators make their home in the third grade. They cause quite a bit of excitment as they are quick to seize opportunities for escape when the children are cleaning the cage. The Fourth Grade has a scientifically made ant house.

GRADE PICNICS

6th Grade—June 13th, same place as 11th grade.

7th Grade—June 13th, 6 o'clock, at the home of Mr. and Mrs. Richard Jones, 535 Sheridan Road. Grills for broiling are available.

8th Grade—June 13th, 6 o'clock, at the home of Mr. and Mrs. Thomas L. Fentress, 1274 Tower Road.

9th Grade—June 12th, 6 o'clock at Searle Park, corner of Oakton and Skokie Boulevard.

10th Grade—June 12th, 6 o'clock, place to be announced later.

11th Grade—June 11th, 6 o'clock, at the home of Mr. and Mrs. J. M. R. Glaser, 615 Lincoln Avenue, Glencoe. There will be swimming and tennis. Please bring own equipment.

12th Grade—June 14th, immediately following the Commencement Exercises, at the home of Mr. and Mrs. Stephen S. Gregory on Voltz Road, Winnetka. Swimming and tennis will be available and a supper will be served.

* * *

There have been complaints that children have damaged private property near the school grounds. Would parents of the Lower and Middle School children please look into this.

* * *

NORTH SHORE COUNTRY DAY SCHOOL

Parents' Association

Officers and Chairmen for the year 1946-1947

Edward R. Adams, *President*.....200 Woodley Road, Winnetka 398
Holden K. Farrar, *First Vice-President*.....1206 Tower Road, Winnetka 3563
Marquis Bowman, *Second Vice-President*....114 DeWindt Road, Winnetka 2003
Mrs. Malcolm D. Haven, *Secretary*.....455 Linden Street, Winnetka 1268
Mrs. E. Bartholomay Chapin, *Treasurer*.....511 Cedar Street, Winnetka 4835

Executive Committee (*At Large*)

Chesser M. Campbell.....1212 Westmoor Road, Winnetka 2033
Rufus R. Jeffris.....20 Locust Road, Winnetka 2877
Calvin F. Selfridge.....1133 Pine Street, Winnetka 495
Mrs. John E. Blunt III.....33 Locust Road, Winnetka 2969
Mrs. George F. Carolan.....1194 Spruce Street, Winnetka 4045
Mrs. Volney Parker.....465 Adams Avenue, Glencoe 492

Committee Chairmen

Art Library Committee, Mrs. F. W. Bills.....951 Raleigh Road, Glenview 1182
Library Committee, Mrs. Samuel A. Wallace.....1904 Lincoln, Evanston, Greenleaf 7811
Faculty Teas Committee, Mrs. Kingsley B. Colton....211 Church, Winnetka 3316
Educational Series Committee, Mrs. Kenneth M. Henderson..818 Bryant Avenue Winnetka 302
Lunch Committee, Mrs. John T. Pirie II....1185 Laurel Avenue, Winnetka 606
Office Committee, Mrs. Norman W. Harris...594 Spruce Street, Winnetka 1653
Costume Committee, Mrs. Ben A. Harper...1096 Laurel Avenue, Winnetka 3440
House Committee, Mrs. J. R. Hattstaedt.....147 Birch Street, Winnetka 3254
Publicity Committee, Mrs. John K. Notz.....90 Locust Road, Winnetka 1153
Steering Committee, Mrs. Donald Jones.....535 Ash Street, Winnetka 374
Notes Committee, Mrs. John F. Manierre....606 Maple Avenue, Winnetka 1770

Grade Chairmen

Junior Kindergarten, Mrs. Melvin N. Veeder..635 Maple Avenue, Winnetka 1064
Co-chairman, Mrs. Will C. Grant.....165 Thorn Tree Lane, Winnetka 1116
Senior Kindergarten, Mrs. Donald W. Rogers.....1210 Spruce Winnetka 18
First Grade, Mrs. Leonard B. Gilbert...2807 Simpson, Evanston, Greenleaf 1854
Second Grade, Mrs. Edward Gammie....821 Prospect Avenue, Winnetka 4406
Co-chairman, Mrs. Edward Stanton, Jr...160 Woodley Road, Winnetka 3292
Third Grade, Mrs. Richard R. Donnelley.....62 Woodley Road, Winnetka 4649
Co-chairman, Mrs. Rudy Ruggles.....56 Woodley Road, Winnetka 4156
Fourth Grade, Mrs. Edward F. Hamm, Jr.....715 Prospect Ave., Winnetka 1501
Fifth Grade, Mrs. John I. Dennehy,.....37 Indian Hill Road, Winnetka 127
Sixth Grade, Mr. David W. Kimball.....132 DeWindt Road, Winnetka 3313
Seventh Grade, Mrs. Denison B. Hull.....115 DeWindt Road, Winnetka 3155
Eighth Grade, Mrs. Chesser Campbell.....1212 Westmoor Road, Winnetka 2033
Co-chairman, Mrs. John W. Kearns.....220 Chestnut Ave., Winnetka 3582
Nineth Grade, Mrs. C. F. Kuehnle, Jr.....811 Bryant Avenue, Winnetka 2537
Co-chairman, Mrs. Donald Jones.....353 Ash Street Winnetka 374
Tenth Grade, Mrs. Arthur D. Chilgren.....877 Hill Road, Winnetka 2584
Eleventh Grade, Mrs. Frank Allen.....5 Indian Hill Road, Winnetka 4758
Twelfth Grade, Mr. and Mrs. Harry J. Dunbaugh..993 Greenbay, Winnetka 2363

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VX October, 1946 Number 1

PARENTS, PUPILS AND PRINCIPLES

During the past twenty-seven years, our school has been fortunate enough to establish a considerable name for itself in many interesting and varied directions. In some quarters it has been strong, and in others not quite so enviable perhaps; but in no other respect has its reputation been more outstanding than in the tradition of its parents' understanding cooperation, and in the wise integration of their efforts and interest in the welfare and conduct of the School.

This reputation is justly deserved. From the start, the parents have recognized their responsibility in working out and establishing a wholesome and happy environment in which their children could grow to their full promise. In the first years of the School, the principle was established that the job of helping the children reach their fullest maturity and development was one which must be shared equally by the school and the home. Moreover, it was our conviction that these two influential forces, the teacher and the parent, could not bring about a happy result in the children if each was working alone in his separate sphere. More often in that case, the result was confusion in the children's minds. They, therefore, the teachers and the parents, decided each to invade what used to be considered the sacredly private sphere of the other, and share and exchange full confidence and respect in working out the problem of what was best for their particular children at that particular time; for they were well aware of the constant change of needs and conditions which was taking place all about them.

This meant, of course, that the parents must be admitted into the work of the School, not as visitors, for that creates a rather critical and austere atmosphere, but rather as participants and fellow-workers with the teachers. With this in mind, the various parents' committees were set up, thus encouraging the parents to feel that they, too, with the pupils and teachers, were a necessary part of the School, participating in its work and helping to determine its policies.

It was determined as a policy that parents should be asked to work only in those fields where they could make a distinctive contribution; where they, in fact, could do the job better than any other group available. This avoided the often prevalent feeling found in many other parents' organizations of condescension or of conscious virtue, which certainly did not tend to bring about a relationship of mutual respect and comradeship with the teachers or pupils. Moreover, to make the work more real and sincere, the principle of merit was securely established; that is to say, no one was allowed to continue on any committee who did not, by the way he or she performed the tasks and accepted the responsibilities, merit the appointment. Mere willingness was not enough.

These two principles did much to bring about a better attitude between the pupils and the School and between the pupils and their parents. Children soon found that the close understanding and common purposes of the home and school formed a strong factor in their lives both at home and at school. They could no longer keep these two phases of their lives separate, as they had often done before, and thus frequently played both ends against the middle. They found their parents understood the School and knew its working intimately; and they also found that their parents were co-workers with themselves in building the School and helping to make it a place where pupils, teachers and parents each felt at home, because they each belonged and had a place there. The visit of a parent to the School was no longer an affliction to be dreaded by both students and faculty alike. Some pupils began, in fact, to wonder why their parents seemed to have no place in the life of the School when so many others did, and urged their parents to join up, so as to share in the common interests that meant so much to them all.

This relationship between the parent and child is a priceless boon which passes all too quickly when the child leaves for college, almost before we know it. It can be achieved only in a school which is willing to share its responsibilities with its parent body, and which believes in the home as the most important factor in the child's growth and education, and is anxious to work with it completely and wholeheartedly. Moreover, it can be achieved only in a school which is willing to share with the children a large and steadily increasing responsibilty for the school's and their own welfare, where something like a true democracy exists between teachers and pupils and where autocracy and authoritarianism have been ruled out.

Such conditions do seem to have prevailed in our school in the past. This has been largely due to the sound judgment and wisdom of the parents and faculties who have preceeded us. We have inherited from them these principles and practices. In the year which lies before us, we, the present parents, pupils and teachers, all of us being students, we face the task of deserving and perpetuating the best of what has been handed on to us.

PERRY DUNLAP SMITH

ADDITIONS TO THE FACULTY

Thirteen new members are joining the teaching staff this fall. Of these, four are young men recently released from the armed services, and nine are women, with a varied background of education, and teaching experience. The faculty now numbers a total of forty-two, fifteen men and twenty-seven women, plus an office staff of six. The following names of the new teachers are given so that the parents may identify them and help the students and older faculty members in making them feel at home.

Mrs. Eleanor Harker, who will be in charge of the second grade, is a graduate of the National College of Education, Oglesby Junior College, and the Illinois State Normal School. Her teaching experience includes several years in the Illinois public schools, and two years at the Friends School in Baltimore, Maryland.

Mr. Frederick Bird, who will teach Latin, was graduated from Harvard University with honors in Latin and Greek, He comes to North Shore from Washington, D. C. where he served as Lieutenant with the Army Air Corps.

Mrs. Elsie M. Bird, the wife of Mr. Bird, will assist in the Junior Kindergarten. She is a graduate of the University of Pennsylvania, and taught for three years in Sussex, N. J.

Miss Dorothy Cahill, who will give courses in French, graduated from the University of Chicago, took her M. A. there, and also studied at the Sorbonne in Paris. Subsequently she served as assistant to the eminent Professor Bouvee, and taught in the University School, and the Harvard School for Boys. She has recently returned from a period of service overseas, with the American Red cross.

Miss Helen Christenberry, A. B. Vassar College, has an interesting family background, for she grew up and was educated in Manilla, where her father was an Army Colonel. She has been a camp director, and in her work with Girl Scouts in Manilla in 1940, helped to receive and care for children evacuated from the city of Hong Kong. She will teach Dramatics.

Mr. John Stephen Hinrichs is a graduate of Philips Exeter and Yale University, where he was technical director of the Yale Dramatic Club. During his recent military service, he taught at the Army Infantry School at Fort Benning, Georgia. He will teach Social Studies, in the Middle School.

Miss Sue Land, who will be in the Girls Physical Education department, is a graduate of the Sargent School of Physical Education in Boston, and taught last year in the Spence School for Girls in New York City.

Mme. Simone Valvo, who will teach in the French department, was educated in private schools in Belgium, and her native France. She has done extensive work in tutoring in French, since coming to the United States.

Mr. E. Brooks Smith, who will have the Fourth Grade, is a graduate of Harvard University, the Harvard Graduate School of Education, and has taught in the Shady Hill School in Cambridge, and the Cambridge Public Schools. During the war, he served as Lieutenant in the Army Air Corps Intelligence.

Mrs. Elizabeth Williamson Smith, who will teach Freshman English, is a Wellesley graduate. She formerly taught at Roycemore, and at the Shady Hill School.

Mr. William Steele graduated from Williams College, and studied at the Graduate School of Education. He taught at the Langdon School in the East, and has recently been released from military service, which included being Editor of the Ft. Sheridan Journal. He will teach Social Studies in the Middle School.

Miss Virginia Deane, who will give courses in History, and be in charge of the Ninth Grade, attended North Shore as an undergraduate, later graduating from Smith College, and returning for her training in education to the Graduate Teachers College.

Miss Ruth Linnell is a graduate of the Francis Parker School, and studied at the Graduate Teachers College. She will work with the Art Department in the Lower School.

WELCOME TO NEW PARENTS

The Parents Association welcomes the parents of the new students in the school.

The purpose of the Association is to help the parents become acquainted with the school, and with the problems of school life. By committee work, it also provides help in some of the school activities.

The program for the year includes two general meetings, at which matters of interest to the parents of all students will be discussed. Grade meetings will also be held by the parents of the students in each grade, for a consideration of the problems peculiar to that grade.

These meetings also provide a pleasant opportunity for the parents to meet the members of the faculty, and the parents of their children's friends.

We believe that the active interest of all the parents in the work of the Association will be advantageous to the students, the parents and the faculty.

EDWARD R. ADAMS,
President of the Parents Association

LIBRARY COMMITTEE

A number of books are missing from the library and a majority of these are charged against some student. Most of these books probably inadvertently have been left at home and actually are not lost. We would appreciate it if every one would look over the shelves at home for books borrowed from the school, returning them to the library if found.

MRS. SAMUEL A. WALLACE, *Chairman*

EDUCATIONAL SERIES 1946-47

The Educational Series for 1946-47 will be held on Monday mornings this year with the exception of Clifton Utley's lectures on Current Affairs. The series, which brings outstanding speakers and artists to the school without charge to the students, is supported entirely by the sale of tickets to parents and their friends.

Mr. Utley, the well-known news analyst and radio commentator, is returning to us for our first lecture at the urgent request of our parents and students. His knowledge and analysis of national and international affairs is always stimulating and his fair judgments of motives and consequences are an incentive to independent thinking.

This year the tickets for the series will be $4.50 plus 90 cents tax, $5.40 total and the programs will be held in the auditorium from 11 o'clock to 12:10 on the following dates:

Wednesday, October 23	CLIFTON UTLEY	"Current Affairs"
Monday, November 18	ROBERT FRIERS	"Mexican Holiday"
Monday, December 16	THE STEVENS PUPPETS	"The Nativity"
Monday, January 20	JOHN MASON BROWN	"Seeing Things"
Tuesday, March 11	CLIFTON UTLEY	"Current Affairs"
Monday, April 21	CLEVELAND GRANT	"Adventure in Color with American Birds"
Tuesday, May 20	CLIFTON UTLEY	"Current Affairs"

LOST AND FOUND

The Lost and Found department is in the office of Knollslea Hall, the administration building. Parents and students are urged to come and claim articles turned in.

OFFICE COMMITTEE

Parents of children who are absent from school are requested to call the school office before ten o'clock, if they wish the office committee to obtain assignments from the teachers. Assignments should be called for after four-thirty in the office, unless arrangements are made to have them mailed.

COSTUME COMMITTEE

The Costume Committee reports a clean costume room. Thanks to the retiring chairman, everything has been disinfected and is in order. Please help us keep it this way by replacing all costumes taken out to their proper places.

MRS. BEN A. HARPER, *Chairman*

LUNCH COMMITTEE

Again this year, a group of mothers has been appointed to serve luncheon each day. Promptness in arriving will be appreciated, both by the students and the other committee members. Any mother who would be willing to be on the substitute list, is urged to call the chairman.

MRS. JOHN T. PIRIE, Winnetka 606

EDITORS' NOTE

The Chairman and co-chairman welcome this month several hundred new readers of "Notes" the bulletin and mouthpiece of the Parents' Association. Thanks to the enthusiastic loyalty of the President of the Alumni Association, Mr. Edward F. Hamm, Jr. and the untiring energy of its Secretary, Miss Eleanor Metcalf, this publication is being mailed to all the members of the Association whose addresses are known. We sincerely hope that the Alumni will find in the "Notes" an additional means of keeping in close touch with the school, its faculty, student body, and Parents Association and that they will avail themselves of the opportunity to keep informed about, and attend, when possible, such important school events as the Varsity Football games, and the lectures of the Educational Series.

THE PURPLE AND WHITE

In case you haven't already done so, now is the time to subscribe to the school newspaper. Keep in touch with school affairs. Send the subscription price of $2.50 ($2.00 for alumni) to The Purple and White at once.

VARSITY FOOTBALL

On Saturday, September 28, at ten o'clock, the Varsity Football Squad will play Evanston J. V., here at North Shore. Although the schedule is not yet complete, this issue of Notes is going to press a few days early in the hope that it may reach the parents before this first game of the season. Won't you come and join the cheering section?

Future games scheduled are:

Friday, October 4.....Chicago Latin School.....at Latin
Saturday, October 12.....Open.....
Saturday, October 19.....Open.....
Saturday, October 26 - 10 a.m.....Elgin Academy.....at Home

For further announcements, see future issues of "Notes" or the "Purple and White."

THE PARENTS' ASSOCIATION

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Mrs. John E. Blunt, III.....33 Locust Road, Winnetka 2969
Mrs. George F. Carolan.....1194 Spruce Street, Winnetka 4045
Mrs. Volney Parker.....465 Adams Avenue, Glencoe 492

Committee Chairmen

Art Library Committee, Mrs. W. Edwin Smith.....1161 Laurel, Winnetka 1291
Library Committee, Mrs. Samuel A. Wallace..1904 Lincoln, Ev., Greenleaf 7811
Faculty Teas Committee, Mrs. Kingsley B. Colton....211 Church, Winnetka 3316
Educational Series, Mrs. Kenneth M. Henderson....818 Bryant, Winnetka 302
Lunch Committee, Mrs. John T. Pirie, II.....1185 Laurel, Winnetka 606
Office Committee, Mrs. Norman W. Harris.....594 Spruce, Winnetka 1653
Costume Committee, Mrs. Ben A. Harper.....1096 Laurel, Winnetka 3440
House Committee, Mrs. J. R. Hattstaedt.....147 Birch, Winnetka 3254
Publicity Committee, Mrs. John K. Notz.....90 Locust, Winnetka 1153
Steering Committee, Mrs. Donald Jones.....535 Ash, Winnetka 374
Notes Committee, Mrs. John F. Manierre.....606 Maple, Winnetka 1770
Co-chairman, Mrs. Guy A. Osborn.....1180 Hill, Winnetka 224

Grade Chairmen

Junior Kindergarten, Mrs. Melvin N. Veeder.....635 Maple, Winnetka 1064
Co-chairman, Mrs. Will C. Grant.....165 Thorn Tree, Winnetka 1116
Senior Kindergarten, Mrs. ~~Joseph A. Moller~~.....1210 Spruce, Winnetka 18
First Grade, Mrs. ~~Leonard B. Gilbert~~.....2807 Simpson, Evanston, Greenleaf 1854
Second Grade, Mrs. Edward Gammie.....821 Prospect, Winnetka 4406
Co-chairman, Mrs. Edward Stanton, Jr.....160 Woodley, Winnetka 3292
Third Grade, Mrs. Richard R. Donnelley.....62 Woodley, Winnetka 4649
Co-chairman, Mrs. Rudy Ruggles.....56 Woodley, Winnetka 4156
Fourth Grade, ~~Mrs. Edward F. Hamm, Jr.~~.....715 Prospect, Winnetka 1501
Fifth Grade, Mrs. John I. Dennehy.....37 Indian Hill, Winnetka 127
Sixth Grade, Mr. David W. Kimball.....132 DeWindt, Winnetka 3313
Seventh Grade, Mrs. Denison B. Hull.....115 DeWindt, Winnetka 3155
Eighth Grade, Mrs. Chesser Campbell.....1212 Westmoor, Winnetka 2033
Co-chairman, Mrs. John W. Kearns.....220 Chestnut, Winnetka 3582
Ninth Grade, Mrs. C. F. Kuehnle, Jr.....811 Bryant, Winnetka 2537
Co-chairman, Mrs. Donald Jones.....353 Ash, Winnetka 374
Tenth Grade, Mrs. Arthur D. Chilgren.....877 Hill, Winnetka 2584
Eleventh Grade, Mrs. Frank Allen.....5 Indian Hill, Winnetka 4758
Twelfth Grade, Mr. and Mrs. Harry J. Dunbaugh..993 Greenbay, Winnetka 2363

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VX November, 1946 Number 2

ATHLETICS: REAL OR VICARIOUS

One of the principal tenets of the Country Day School plan of education is that active daily participation in team sports which place great emphasis on co-operative effort, subordination of personal glorification to the good of the whole group, and vigorous and strenuous physical effort is essential to the best development of young men and women, especially during the period of their growth. The value is great, both in the physical benefits and even more, perhaps, in the character-building factors which are brought out. Good sportsmanship, a sense of fair play, courage and moral stamina all result from such a program.

But often the over-emphasis placed, I am sorry to say, by so-called "adults" (both parents and school authorities) on the importance of winning teams and championships has resulted in the exploitation of the young athletes, and the practicing and condoning of qualities far removed from those which the athletic program is supposed to produce.

Where the emphasis is placed on the school first team, and great glory is attributed to those few who achieve membership in its ranks, and when victory over one's opponents is inflated into an event of gigantic importance, all out of proportion to to the lasting values of life, serious harm is done the entire school. A few boys are driven to a point of serious physical exhauston, their academic progress is jeopardized, and their sense of proportion twisted, while the rest of the students participate vicariously from the cheering section and grow into the illusion that theirs is a vigorously athletic school, when actually not twenty per cent of its members take any real part in athletics.

The very boys and girls who need athletic experience most, and who will probably never again have a chance to participate in team play after leaving High School, are the ones who are barred from it in such a system. The natural athletes, who will have plenty of such experience anyway, are the ones who receive it out of all proportion to their needs. Often they are so exploited in their High School days as to be burned out by the time they reach college. The other day the father of one of our pupils shyly confessed to me that as a boy he had been awarded on graduation from one of our famous eastern prep schools, the School medal for being the most outstanding athlete in the school, yet he never was able to make his letter on a single varsity team in college.

With these dangers and benefits in mind, we determined when we worked out the atheletic program of our school to see to it that every boy and girl who was physically able to do so should be a member of a team, and take part in team sports every day in the school year as far as was possible. Moreover, we determined to avoid the danger of placing so much emphasis on the varsity teams and league championships that they might do harm to the students' sense of proportion, or interfere with the interest they would normally have in teams other than the varsity.

Therefore, we established the policy of athletics for all, not just for the gifted athlete - we arranged games for all the teams, young and old, rather than just for the first team, and we did our best to teach every boy and girl to enjoy athletics and physical exercise daily.

When the Private School League, of which we were a member for several years, began to place great emphasis and publicity on League Championships in Football, Basketball and Baseball, we did what we could to bring about a change in his point of view. In basketball they not only played a long series of games to determine the League champions, but they also held a three day basketball tournament after the season was over. This seemed to us unwise, and so we have never participated in it. No other school in the League prepares as large a proportion of its boys for College Board Examinations as we do. It is particularly hard on boys who are getting ready for these examinations to have to miss as many academic appointments, as it seemed necessary to do, if they were also to prepare to take part in a League Championship and a tournament.

When each year the number of schools in the League was increased, the schedule of games the League asked us to play also increased and became so heavy as to make us consider whether or not the players were over-exhausted to a point of detriment to their health. Our point of view in these matters did not seem to be sympathetically understood by any except two of the other members. Finally last spring it became clear that, due to the adjustments brought about by the war and reconversion, there would be five or six boys who, though bona fide members of our school, would not be permitted to play in League games because of a rule debarring all fifth year students. We therefore proposed an eligibility committee of faculty members from each school to pass on the merits of all team members, each case to be decided on its merits, as is done in the famous Presidents' agreement between Harvard, Yale and Princeton in the so-called Ivy League. This proposal was refused by the League, and so, rather than deprive these boys of the opportunity that they very much need to bring about their best all-around development, we withdrew from the League.

The result has been that we are now free to arrange our schedule with the best interests of the boys in mind. Before, we had to accept whatever schedule the League sent us, and sometimes it was a very unfortunate one, with the hardest games coming first before the boys were conditioned for them. Our good friends, the Francis Parker School and the Chicago Latin School, stood by us valiantly, and have been most generous in their cooperation in spite of difficulties they face in playing a full League schedule. We no longer run the risk of having to face teams from schools with three times as many boys as we have, and whose teams outweighed ours to a dangerous extent.

Our football schedule this fall is lighter, therefore, than it has been. We have played three games in four weeks and won them all, including the ones with the undeafted team from the Latin School and the New Trier Junior Varsity team; but of far greater importance is the fact that there have been no serious injuries and the boys, freed from the strain and tension of the League schedule, are enjoying the game to the full. When this happens, the season is, to me, a greater success than if we had won the League Championship, as we did in one of the former seasons.

PERRY DUNLAP SMITH

EDITORIAL

At a recent meeting of the Board of the Parents Association, the feeling was expressed that there are still many parents, both old and new, who are unfamiliar with the details of the work done by the committees of the Assoication. It was

felt that the membership as a whole would be interested in knowing how those committees function, and to what purposes the dues of the Association are devoted. It was therefore decided that each issue of Notes throughout the year should include short articles on the work of one or more committees, with the joint purpose of explaining how the funds of the Association are spent, and enabling parents to better decide with which committee they might like to be affiliated in the future.

It is our hope that through this series of articles, it will be evident that a tremendous number of volunteer hours are contributed each week by the parents, and that the dues of the Association are spent only for goods and services which cannot be supplied by volunteers. The contributions of the parents in energy, enthusiam and interest are, of course, enormous and the benefits to our children and the School incalcuable, but we believe them to be worth-while.

OFFICE COMMITTEE

There are three members of the Office Committee scheduled for each school day in the week. Two of each three members are asked to be present from 8:30 to 1:00 p.m. These mothers act as a liaison between the parents and the School.

They tend the switchboard and receive and deliver messages. They take complete charge of the absence and tardy lists and the yearly attendance book. They receive requests for assignments and prepare the assignment slips for the teachers. They do all kinds of clerical work, from the simple task of addressing envelopes to keeping the students' and teachers' schedule cards "up to the minute". The school scrap book is one of their responsibilities, and the lost-and-found department is under their supervision.

They visit classes to familiarize themselves with the functions and organization of the School, and it is also their privilege to escort visitors around the campus. They accept criticisms from parents or students and, if these are of importance, refer them to the governing body of the School. The term of office for members of the committee is three years, after which members are transferred to the substitute list.

You are cordially invited to visit the office in Knollslea at any time, and, if you missed our exhibit at the Fall meeting, it is now hanging on the west wall.

MRS. NORMAN HARRIS, *Chairman*

GRADE MEETINGS

A number of grade meetings have been held, or are scheduled for November.

A meeting of sixth grade parents was held on October 20, at the home of Mr. and Mrs. David W. Kimball. On the following evening, seventh grade parents met at the home of Mr. and Mrs. Denison B. Hull to hear the Middle School faculty present the academic and athletic program for the year.

On Wednesday afternoon, October 23, the third grade, Mrs. Richard Donnely, chairman, met in the third grade room. Mrs. Killian took the mothers "to school", explaining the children's books, and her methods of teaching, as well as what she hopes to accomplish during the school year.

On Wednesday evening, November 13, the eighth grade chairman, Mrs. Chesser Campbell, reports that the parents of her group will have a meeting at the home of Mr. and Mrs. Stuart Sherman.

The eleventh grade parents met on October 9 at the home of Mr. and Mrs. Frank Allen, to hear Mr. Dufftalk on the work of the music department, both the choral singing groups and the courses in music appreciation.

ANNUAL FALL MEETING

The Annual Fall Meeting of the North Shore Country Day School is being held on Tuesday evening, October 29. The subject of Mr. Smith's address is "Our Children and the Atomic Era".

VAUDEVILLE

The date for the annual Vaudeville Show is tentatively set for November 22.

THANKSGIVING

On Wednesday, November 28, a Thanksgiving program will be presented in Morning Ex. Friday, as well as Thanksgiving Day, will be a holiday.

WINTER SPORTS

If you have any old sleds that are not in use, would you donate them to the Girls Gym office for use by the Lower School children on the "Hill" this winter?

MISS LAND

HOUSE COMMITTEE

A wool rug, approximately eight by ten, is urgently needed for the second grade room, so that the children may sit upon it during their story hour. If you have such a rug in your attic, will you not give or loan it to the school? It will be much appreciated.

MRS. J. R. HATTSTAEDT, *Chairman*

FACULTY TEAS

The first Faculty Tea will be held in the Art Library of Knollslea Hall on Monday afternoon, November 11. The hostesses will be Mrs. Denison B. Hull, Mrs. Arthur Chilgren, Mrs. Kingsley Colton, and Mrs. Edward Hamm, Jr.

MRS. KINGSLEY COLTON, *Chaiman*

EDUCATIONAL SERIES

The second of the Educational Series Lectures will be held on November 18 at 11 a.m. during Morning Ex. Robert Friers is the guest speaker, and his subject is "Mexican Holiday". Mr. Friers will show and interpret his colored films of the cities, market places, and countrysides of Mexico.

MRS. KENNETH HENDERSON, *Chairman*

LIBRARY COMMITTEE

Have you any works of fiction you no longer want, not just any fiction, but books of the better type, which would be suitable reading for our high school students? If you have, the library would be very glad to acquire them, as we are getting more calls for fiction than we can fill. Please bring your contributions to Dunlap Hall.

MRS. SAMUEL A. WALLACE, *Chairman*

ART LIBRARY COMMITTEE

An interesting exhibition of the collection of pictures donated to the School by Harriet Plotkin, class of 1945, will be hanging in the lower hall and music room of Walling Hall until November 9.

MRS. W. EDWIN SMITH, *Chairman*

SCHOOL PROJECTS AND FIELD TRIPS

Several groups are attending the fine movies currently showing in Chicago. On October 21 Mrs. Smith reports all Freshmen saw a matinee performance of Henry V, and on October 29, the whole Middle School is doing likewise, we hear from Mr. Rhodes.

Mr. Birds second year Latin students, both boys and girls, are planning a field trip in the near future to see the movie, "Caesar and Cleopatra". In addition, they have as their term project the presentation of a play in Latin, named "Circe", which will be given in Morning Ex, sometime before Christmas.

A group of high school students, under the sponsorship of Mr. Thomas, have season tickets for the productions of the Theater Guild.

AUTUMN IN THE LOWER SCHOOL

The particularly lovely weather of October has given the children many opportunities for appreciating beauty in nature. The fifth grade has spent happy and profitable periods sketching outdoors. The time for quiet observation, after a preparation of what to look for, has enabled the children to draw and color their own quite lovely pictures of trees, and of individual leaves. The shapes of leaves and trees were thus learned. Because the school home grounds were well raked, the pictures showed a lack of ground color and the children decided to take a trip to Harms Woods west of Evanston to see colors in the trees' natural setting. They spent a sunny morning there with their sketch pads, crayons and lunch boxes. Their room has been an art gallery of fall pictures.

The third grade was equally involved in fall delights. They gathered many different leaves about the campus. They pressed both sides of their loveliest specimens with a hot iron, to set the colors, and shellacked them to preserve them. The results were so satisfing that they decorated their room with leaves and horse chestnuts, saving many leaves to use in the making of Christmas presents to take home - the rest of this is to be a surprise!

The second grade's fall interest has revolved chiefly around Hallowe'en because it and the ninth grade girls are doing a play together for Hallowe'en "big" Morning Ex. The entire class took a trip to a road stand on Skokie-Highway. They returned bearing many pumpkins, which quickly became jack-o'-lanterns. The seeds were strung and colored for necklaces.

The first grade too is chiefly interested in Hallowe'en and in play on the hill under the beautiful trees there.

The kindergarteners have spent most of their time outdoors on the hill, playing in the leaves and finding leaves and weeds to fascinate them. Their widening world brings forth questions demanding information, particularly in the case of the five-year old.

MISS ADSHEAD

EUROPEAN STUDENT FRIENDSHIP EXCHANGE

Although the war has been over for more than a year, the people of Europe are still lacking many of the bare necessities of life, such as warm clothing and school supplies. Mimeographed sheets containing a more complete list of their needs will be posted in each home room and in the office. It is to help the people secure these things and to hasten their return to normal living that our school has organized the European Student Friendship Exchange. The organization consists of two representatives from each home room in the high school. Dr. Landau is the faculty advisor of the project.

Mr. Smith, Dr. Landau and several of the language students are corresponding with various people in war-torn France, Holland and Czechoslovakia. We are planning to send supplies to these three countries. We also plan to associate the European Student Friendship Exchange project with our Christmas Toy Shop and the Santa Claus party. We should like very much to have the parents as our guests on one or two evenings preceding the party so that they, too, may work with us on this community project. The members of each home room would like to work with their parents and their advisors making up packages.

The project, "European Student Friendship Exchange", will continue throughout the year. Any cooperation will be deeply appreciated by the faculty and students.

LOWER AND MIDDLE SCHOOLS PLAN TO MEET NEEDS

The children of the lower and middle schools plan to make stuffed toys for children in Europe, and knitted afghans for convalescent veterans. We need plain or printed material in scraps approximately six by twelve inches, buttons for decorations, and left-over balls of yarn and spare knitting needles. We also need any type of stuffing, such as kapok and cotton batting. Any material of this type that you can send us will increase our ability to meet these needs. We will appreciate it if you will bring the materials to Walling Workshop.

RECENT APPOINTMENTS

Mrs. Denison B. Hull has been appointed advisor to new parents in the school. This position was created a few years ago, and has proved itself of great helpfulness and value. The advisor functions as a member of the Steering Committee.

Mrs. Thomas L. Fentress has been appointed by the Board of Trustees to serve as member-at-large of the Executive Board of the Parents Association.

Mr. Roy Walholm has consented to serve again as Chairman of the Athletic Committee, to which he devoted so much time and energy last year.

SCHEDULE OF ATHLETIC EVENTS

Football

Varsity

September 28	Evanston J. V.	6 - 0
October 4	Chicago Latin	13 - 6
October 19	New Trier J. V.	18 - 0
October 26	Todd	7 - 6
Saturday, November 2 at 10 a.m.	Elgin Academy	Here
Saturday, November 9 at 10 a.m.	Francis Parker	Away

Frosh-Soph

Monday, November 4 at 4 p.m.	Boys Latin	There
Monday, November 11 at 4 p.m.	Francis Parker	There

Girls Hockey Games

Wednesday, November 6	Ferry Hall	There
Friday, November 8	Girls Latin	Here
Saturday, November 16	Milwaukee Downer	There

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VX December, 1946 Number 3

CHRISTMAS, 1946

Last year at this time we were really too close to the aftermath of war to be able to take stock of our situation. We were still recovering from a state of shock and were so much relieved to find the war actually over, and ourselves still surviving, that we could do little more than be thankful and carry on to the best of our ability toward a settlement which would ensure some kind of lasting peace.

This year we are better able to realize the problems before us and can plan how to play our part in the universal determination to bring "Peace on Earth" to lasting reality. The confusion and vicissitudes through which we have passed in the last twelve months in our attempts to realize a permanent peace structure, have awakened us all to the underlying principle of that other part of the Christmas message of the angels, namely, "Good Will Toward Men". We are beginning to see that there can be no real "Peace on Earth" unless we can also bring about good will toward men throughout the world, difficult as this may seem to accomplish.

If this is true, it would be well for each of us to do all that we can, especially at Christmastide, to build the spirit of good will among all peoples everywhere. Possibly there is no more appropriate place to start than right at home.

Our children have been fortunate, indeed, in having been spared most of the horrors of war. Very few children in any other nation have been so completely untouched by its suffering. We, as parents, have been able to provide them with more than enough to keep them well fed, well clothed and now, in the reconversion period, are perhaps able to give them luxuries. We are happy, of course, to be able to do this, but, like everything else, it has its price. Too often this price may turn out to be the loss of the spirit of good will and the growth of a spirit of selfishness and indulgence in its place. Unless we guard zealously against these dangers, they soon overwhelm and stifle the characters of children living comfortable and easy lives.

This has been true at all times, before the war as well as now. It was in an attempt to overcome this peril that for years we carried on the Santa Claus Toy Shop project at the school. This helped the children not only to realize the privations of others and their need for help, but also enabled them to do something about rectifying that condition immediately. This year, however, the situation is changed and broadened. Very few children in America actually need toys, and even fewer are in want of food and clothing, but we are almost the only nation in the world that does not lack both sorely. A recent American visitor to

England tells of seeing the opening of a great exhibition in London by the King and Queen in person. Here was displayed a vast array of remarkable toys and luxurious presents of all kinds; all the products of the rebuilt British industries. These things are being produced in quantity now and their display showed how marvelously Britain has recovered from the depredations and destruction of six long years of war. But the salient and poignant thing about the exhibit was that none of these beautiful things would go to British children; they must all be exported to America, for Britain must first build up her overseas trade before she can think of supplying more than the necessities to her own people. Moreover, even if placed on sale at home, these would be a very, very limited market for such luxuries as expensive toys in England or in any other European country. No one could afford to buy them. Americans are the only ones who can pay for such expensively beautiful things these days, and so the toys will all be sent to America.

Imagine the feelings of English children when they look at the glittering array of these presents. They were made by English artisans in English workshops and studios, but they will be enjoyed only by American children. Is there anything our boys and girls can do to alleviate that situation?

In France, in the city of Brest, as we know from the photographs Mme. Parker had received from her relatives there, the destruction was almost complete Not only were all the docks and the industries demolished with German thoroughness, but also hardly a home was left standing. Today the docks and the famous harbor have been rebuilt and are once more in full operation, but no one has had time or could spare enough materials to rebuild the homes as yet. The children of Brest will celebrate Christmas in their equivalent of Quonset huts and former army barracks or camps, to which they were assigned outside the town after its destruction. They have had to sacrifice their own comforts to the necessity of keeping the commerce of France flowing, especially to America which is the only country which can afford to buy generously. Here again, it is the luxuries like perfumes, expensive clothes, and wines, that seem to be in demand.

Fortunately, we can do something about this too, and try to build up the spirit of good will particularly because the scales could so easily tip against us in a situation of this kind. With this in mind, the boys and girls and teachers early in the fall set up an organization to take the place of the old Santa Claus Toy Shop. We call it the Student Friendship Exchange, and we try to have every group in the school take part in it. We have written to France and Holland and Czechoslovakia, and with the help of the Quaker organization set up for that purpose, begun to exchange letters with schools in those countries as nearly as possible like our school and whose needs are great. Every week we collect clothing, food and school supplies, trying to secure those articles which our correspondents tell us are most needed, and wrap these into packages and send them to Europe. Naturally, at Christmas time, we tend to be more active than ever in this enterprise and we hope the parents will join with us in this work.

It might be possible during the holidays, when many parents in Winnetka are appalled at the extravagance of the entertainments offered to their children, that some groups would be unwilling to indulge themselves to quite so great an extent, and would like instead to take the money and time thus saved and use it for a similar purpose, — to bring about a lessening of the sacrifices of those children

of countries on the other side of the Atlantic who have already had to suffer and sacrifice so much more than we, and for the cause which we share.

If such a spirit is cultivated in our children now, it cannot help but bring large returns in the near future, but it is not a self-perpetuating plant, it grows only where it is carefully cultivated, and the stagnant soil of self-indulgence does not lend itself to such growth. The Christmas holidays should be dedicated to joy and good fellowship, but these must be the by-products, not the objectives of the true and basic spirit of Christmas, which is now more than ever the determination to do all we can to bring about "Peace on Earth" through good will toward all men everywhere. It is to be hoped that in each of our homes the whole family, as it gathers around its warm and cozy hearth, will dedicate its members to that spirit on this Christmas of 1946.

PERRY DUNLAP SMITH

THE CHRISTMAS PLAY

The Christmas Play, now in preparation, is the absorbing interest of the Ninth Grade, and will be worked on intensively in the interval between Thanksgiving and the Christmas Holidays. It comes as the climax to the school Christmas activities.

The play chosen, "The Coming of Christ" by John Masefield is rewarding for study in the freshman English classes not only for its idealism, but for its rare beauty of phrasing and other poetic qualities. Aside from the study of the play itself, the classes have studied the beginnings of drama in English with emphasis upon the early Mystery Play, in the tradition of which this play is written.

The music of the play, arranged by Mr. Duff, and sung by a special chorus of Upper School students, not only adds beauty and richness to the play but gives the older boys and girls a chance to assist the Freshmen and share with them a valuable experience.

The production of the play, under the direction of Miss Christenberry, is rich in opportunity for every member of the Freshman Class to make his individual contribution, and necessitates complete cooperation within the group. The parents can help greatly by making sure that no after school appointments are made between the time of the first rehearsal and the giving of the play, and by reducing distractions as much as possible through this brief period.

MISS GILBERT

THE ART DEPARTMENT AND CHRISTMAS

The Art Department will soon be busy with preparations for Christmas. The Ninth Grade gives the Christmas Play, and after it is chosen by the English Department, scenery must be planned, and a program cover designed. The mothers do the costumes, but the girls help in many ways. Angel wings and halos always seem to need mending. The boys help with the scenery and properties, and everyone has a hand in painting the set.

Another Christmas production is the Tableaux. The Juniors have charge of this, usually those taking Art Major. They must choose pictures to copy, find

people to pose, and ocstumes for them to wear. The music department comes to their aid, and adds much to the beauty of the Tableaux. The organization is a serious business, for it must run smoothly. The Juniors also have charge of decorating the lobby for Christmas. The great interest of the Christmas season is that so many departments, including parents, work together.

MISS BACON

CALENDAR FOR DECEMBER

Tuesday, December 3 — Christmas Toyshop, in Elliot Hall. Parents of children in the sixth, seventh and eighth grades are urged to save the evening.

Thursday, December 5 — The annual Football Dinner will be held at 6:30 in the school lunch room. "Doc" Anderson is counting on all fathers of high school boys to be there.

Monday, December 9 — Second Faculty Tea in the Art Library of Knollslea at 3:30. Hostesses will be Mrs. Edward Gammie and Mrs. Richard Donnelley

Friday, December 13 — The Christmas Tableaux will be presented at morning Ex at 11:00 o'clock.

Monday, December 16 — Educational Series, at 11:00. The Stevens Puppets will be present "The Nativity".

Tuesday, December 17 — The Parents European Friendship Exchange will meet from 7:30 to 10:00 in the tenth, eleventh, and twelfth grade rooms, and Miss Cahill's French room. All interested parents are urged to come and work.

Thursday, December 19 — The annual Christmas Party will be given in the Gymnasium at 10:45.

Friday, December 20 — The Christmas Play will be presented, at 4:00 o'clock.

Saturday, December 28 — The annual luncheon for Alumni will be held at the school.

PARENTS ASSOCIATION COMMITTEES

THE LUNCH COMMITTEE

The Lunch Line Committee is most grateful for the cooperation and help of so many mothers; but we are anxious for more new mothers, as we feel they are being deprived of lots of fun, and a wonderful chance to become acquainted with the children and parents.

Why not drop in some day during the noon hour, from twelve to one-thirty, and see for yourself how the lunch line operates. One mother was overheard to say "I have enough dishes to wash and picking up to do at home". There is none of this at school, and, thanks to a most efficient kitchen staff, our work is made very easy for us.

Besides, the children really like to have us there. Sometimes we overhear such complimentary remarks as "My isn't Mrs. Newmother pretty?", or "Good, Mrs. Strongarm is on the ice cream to-day. She gives such nice big scoops"! On the other hand, watch out for "Why does my mother always wear that old suit", or "Please, mother, put on some more lip-stick. You look awful!"

This all goes to show it is fun, so please come and try it. Just call Winnetka 606, and I will be delighted to arrange a time for you to serve.

MRS. JOHN T. PIRIE II, *chaiman*

IMPORTANT NOTICE

The editors of "Notes" are most grateful to the office staff for its help in assembling items for us, and to the members of the faculty, and to the grade chairmen and committee chairmen who have cooperated so wonderfully in sending in articles and news. We do not want to dampen your enthusiasm, but we are swamped with material! We would like to print every bit of news, past, present and future, but simply can not do it, and operate within the budget of the Parents Association. Our mandate is to keep "Notes" down to four pages if possible, so we must remind you that, aside from the longer articles requested each month, we should print only notices of future events, or of general importance to parents or faculty. This month we have had to leave out several items, in order to give the Christmas season its proper emphasis. We ask the indulgence, therefore, of those of you who do not find your contributions in this issue, and, for more detailed accounts of school happenings, and Parents Association activities, we respectfully refer our readers to the North Shore Country Day School page of their local paper.

LOWER SCHOOL PARENTS COMMITTEES

The Lower School Library Committee lunched together recently at the Wilmette Woman's Club, as guests of the Chairman, Mrs. George Adams. It was an enjoyable occasion to be together, and was of special interest because it was the opening day of the Antique Show there. The committee is in full swing, and is doing an excellent piece of work which is of real benefit, and greatly appreciated by the lower school children and faculty. Two members are assigned for each morning, so that there shall always be a mother acting as librarian between 8:30 and 11:00. Mrs. Harker, our second grade teacher, acts as librarian from 2:00 to 3:00 every afternoon. As the committee members come to know the books, the children's interests, and varying reading abilities, they are able to do more and more in guiding the choice of the borrowers.

Mrs. R. A. Massessa is the new chairman of the Lower School Costume Committee, and has already proved herself full of resourcefulness. It is evident that her committee will be of great service to the lower school children. Mrs. Denison B. Hull sent a gift of various costumes which her children had outgrown. Such donations are much appreciated.

MISS GLADYS ADSHEAD

INVITATION TO PARENTS

The Lower School usually has its own Morning Exercise on Tuesdays, at 11:00 o'clock in Walling Music Room. Parents are cordially invited to attend when they can. Owing to the arrangement of the room, it is necessary to have visitors arrive not later than 10:55.

GRADE MEETINGS AND PARTIES IN DECEMBER

The parents of the Senior Kindergarten will have a meeting on the evening of December 10, at the home of Mr. and Mrs. Will C. Grant, 165 Thorntree Lane, Winnetka.

MRS. LEONARD B. GILBERT, *Chairman*

* * *

On Friday evening, December 6, the tenth grade parents are joining their children at an informal party.

MRS. ARTHUR CHILGREN, *Chairman*

* * *

The eleventh grade will have a sleighride party, weather permitting, on Friday evening, December 13.

MRS. FRANK ALLEN, *Chairman*

SCHOOL PROJECTS AND FIELD TRIPS

The Fourth Grade is about to present a play on the Greek Myth called "Phaetons Folly". The play was written by the children in their composition classes.

MR. BROOKS SMITH

* * *

The field trip planned for the Middle School to see Henry V several weeks ago had to be postponed because of polio, but is taking place on November 21. The boys are also having two weeks of intramural, six-man football.

MR. RHODES

* * *

Each section of the Sixth Grade English classes is writing a group letter to the Dutch boy whom the class "adopte" last year.

MR. STEEL

The Transportation Department does its best to maintain a prompt and efficient schedule to and from school. However, with the inevitable snow and ice about to confront us, our schedule is apt to be slowed down. The safety of your children is foremost in the minds of our drivers, so in the event of stormy weather we ask your understanding of our difficulties. Thank you.

ELSIE G. PATERSON,
Director of School Transportation Service

NEW MEMBER OF THE STAFF

Many parents may not yet know that Mr. Charles F. Kerry has come within the last few weeks to be Business Manager of the School. Let us all help him to get acquainted, and make his exacting duties as pleasant as possible.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VX | January, 1947 | Number 4

SIGNS OF PROGRESS

Our School is planning to take definite forward steps this year. In May and June of 1946, a careful survey was made of the school, by a firm with wide experience in school and college surveys. In addition to a review of the finances, about one hundred people were interviewed, who gave their opinion about the school, and spoke of certain needs which they felt should be met in the near future, in order to enable the School to continue its fine progress, and maintain its high standards.

In the first place, it was felt that the time has come to rid the School of its large indebtedness, which is a decided handicap, as a considerable amount of money has had to be spent each year for interest and the reduction of principal. Not only did friends of the School think that this should be done, but they expressed willingness to give time and money in order to make it a reality.

The Board of Directors reviewed the survey findings, and decided to take action upon them. An Executive Committee composed of the following members was appointed: Edward R. Adams, Carleton Blunt, Darrell S. Boyd, Willis D. Gale, Kenneth M. Henderson, Denison B. Hull, T. Kenneth Boyd, Perry Dunlap Smith, Roy W. Walholm, Chairman. This committee is already functioning, and has set up headquarters in Knollslea Hall. More detailed plans will be announced in February Notes.

An opportunity will be given to all the parents and friends of the School to have a share in this forward movement, which, it is believed, will do much to strengthen the splendid leadership that the School has had in the past.

The high esteem in which the School is held among colleges is well illustrated by the following exerpts from a letter written by George Werntz, Jr., Director of Admissions, Colgate University, Hamilton, N. Y., December 3, 1946.

"I have been pleased to learn that the North Shore Country Day School is contemplating a development program, for I feel that such a school, hand in hand with other forward-looking, independent schools and colleges, has an important contribution to make to its community and to the nation in the critical days that lie ahead.

Schools like North Shore Country Day and headmasters like Perry Dunlap Smith are not common, but their products are in uncommon demand. Under Mr. Smith's direction, the North Shore Country Day School has always shown, it

seems to me, a remarkable sensitivity to our need for a clear-thinking citizenry not bound in the formal patterns of the past, as well as a proper realization that training for such citizenship begins in early school days.

At Colgate, and I think I am safe in speaking for my colleagues, we have found graduates of the North Shore Country Day School to be colorful, interesting and well-developed personalities who are also well prepared for college studies.

Mr. Smith is an unusually brilliant and at the same time sympathetic and understanding schoolmaster, who is supported by what I have observed to be a capable and alert faculty, a splendid physical plant and superior student material. North Shore progressivism is no fad but a sound educational policy directed toward the development of the whole individual for capable participation in a full life, with college preparation an effectively conducted phase of the entire process."

This is one of a number of splendid commendations that our School has recently received from leading colleges and universities. It is now up to us to continue to warrant this confidence by accepting the challenge to go forward.

THE EXECUTIVE COMMITTEE FOR THE DEBT
RETIREMENT AND DEVELOPMENT PROGRAM

* * *

APPRECIATION

I wish to express my deep appreciation to the many people who have worked so hard and enthusiastically at helping with the work of packaging the boxes for the European Friendship Exchange; to the children, as always, of course; to the members of the faculty who have given so generously of their limited time; to the many parents who have cooperated so whole-heartedly, and to the Chairman of the Steering Committee, who has been so untiring in her efforts to work with us all and to see that the news of the Exchange and its activity was spread widely among the parents and thus insured us having the many helping hands we so sorely needed. It has been a heart-warming experience for all of us and I am very grateful to each and every one of you.

KARLA LANDAU

* * *

CHRISTMAS PROJECTS IN THE LOWER SCHOOL

As a Christmas project, the Fourth Grade gathered three large cartons of clothes, and two of food for European Relief. The room decorations for the season consisted of paintings, the subjects of which were suggested by carols the children were singing. Some abstract designs were also painted and hung. For a Christmas gift to their parents, the Fourth Graders designed booklets to include two group compositions about a foggy morning, and the first snow.

MR. BROOKS SMITH

The Fifth Grade spent many hours preparing "Togs in Towels", sewing bags, and other materials for the Friends Service Committee to send to Europe. Mothers came to join the children in their busy activities, mending, sewing on buttons, and sorting clothing. Miss Griffen stayed late into the evening finishing the packing on the final day, because there was so much more accomplished than had been anticipated — too much for the children to pack, although they made a good start on it. Next day, the entire class took the boxes to the headquarters of the Friends Service Committee. Some of the mothers did expert chauffeuring in the morning traffic, and the children were able to stay in the workrooms for an hour and a half doing some actual work.

MISS ADSHEAD

* * *

EDUCATIONAL SERIES

The next Educational Series Lecture will be held on Monday, January 20 at 11 o'clock in the School Auditorium. The speaker will be John Mason Brown, associate editor of the Saturday Review of Literature; dramatic critic, and author. Guest tickets will be $2.40 each.

* * *

FACULTY TEA

There will be a Faculty Tea on Monday, January 13. Hostesses will be Mrs. David W. Kimball and Mrs. Chesser Campbell, and mothers of students in the sixth and eighth grades are especially invited.

* * *

STEERING COMMITTEE

The Steering Committee is designed to be of help to grade chairmen. It consists of a chairman and four advisors, Lower School Advisor, Mrs. Arthur T. Moulding, Winnetka 1818; Middle School Advisor, Mrs. W. Lindsay Suter, Winnetka 1444; Upper School Advisor, Mrs. Louis H. Northrop, Winnetka 384; and Advisor to New Parents, Mrs. Denison B. Hull, Winnetka 3155.

The grade chairmen and the Steering Committee together constitute a council which meets when necessary to discuss grade policies and problems. The grade advisors are a liason between the faculty and grade chairmen, and keep in close touch with the grade chairmen.

The Advisor to New Parents is a person to whom Parents new in the School may go to seek information about grade policies, about the Parents Association, or, possibly, to offer time to one of the various committees of the Parents Association.

MRS. DONALD JONES,
Chairman, Steering Committee

BASKETBALL SCHEDULE

Saturday, January 18	Milwaukee Country Day	Away	2:00
Tuesday, January 21	*Latin*	Away	4:00
Saturday, January 25	Detroit University School	Here	
Saturday, February 1	Wheaton Academy	Here	2:00
Friday, February 7	Francis Parker	Away	4:00
Tuesday, February 11	Todd	Here	4:00
Saturday, February 15	Elgin Academy	Here	2:00
Friday, February 21	Detroit University School	Away	
Saturday, March 1	Milwaukee Country Day	Here	2:00

HEADMASTER'S TRIP

Mr. Perry Dunlap Smith, will be traveling to Wilmington, Delaware, next week, where he will speak before the Parents' Association of the Tower Hill School. Advance notices from Wilmington indicate that his subject, "Are Parents Necessary?" will offer ideas of more than usual interest to the Tower Hill parents, who wish to discuss the problem of whether to send children of high school age away to boarding school or keep them at home. Tower Hill, founded by members of the du Pont family, was one of the participants in the Thirty Schools Experiment. Twice before they have called upon Mr. Smith to speak to their parents and bring them reports of the unusually high degree of understanding and cooperation established by North Shore parents with the faculty and students of the School.

Before returning, Mr. Smith will visit Bryn Mawr and bring news of North Shore graduates now enrolled there.

* * *

Quotation from letter of Frank L. Boyden, Headmaster, Deerfield Academy, Deerfield, Massachusetts to Mr. Perry Dunlap Smith, September 23, 1946

....."If I were nearer, and you know how I dislike all speaking engagements, I would be tempted to ask you to let me speak to the parent-teachers' association, if you have one, on the great contribution schools like yours are making to the spiritual and moral welfare of the community. I think parents fail to fully appreciate this particularly when a school has been successfully established for such a long time....."

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume IX February, 1947 Number 5

INTERPRETING MID-YEAR REPORTS

Our High School academic program has long been divided into two semesters, as is common practice in most American High Schools. It is also usual to hold a formal examining period during the last few days of each semester, at the end of January and just before the end of the school year in June. Reports on these examinations and on the progress and standing of each pupil are then sent to the parents.

Although formerly the importance of the final report in June was much greater than that of the mid-year report, today the reverse is true for the members of the Senior Class. This is due to the fact that during the war the College Entrance Board changed its date for the final examination from June to April. This enabled the colleges to decide upon the qualifications of their applicants for admission early in May and to notify the students before their summer vacations began.

As a result, the college deans and admission officers base their decisions on the results of the April College Entrance Examinations, and on the student's entire school record up to and including his standing following mid-year exams of his senior year. During the last ten years the college admissions officers have greatly improved their methods and techniques for selecting the most truly promising candidates. Almost everything about the student is carefully evaluated; such things as home life, use of leisure time, so-called extra curricular activities, hobbies and the intellectual interests of parents carry great weight in determining the probabilities of the applicant being able to benefit by the type of education offered by the college, as well as his actual academic performance in his school. The most important set of marks the college receives is that which tells what he is doing at the end of his course which, under the present method of deciding in April, means the mid-year examination marks of his senior year.

If the student is successful in his application as judged by all these factors, he receives a "provisional acceptance" from the college, usually within four weeks after the examinations are taken in April. This "provisional acceptance" is conditional upon his continuing for the rest of the year to do work of the *same academc level* as that which he was doing when the acceptance was issued, and also upon his being graduated by his school. This condition is no empty form. The colleges take it very seriously and regard a falling off of a student's standing after receiving a provisional acceptance as a clear indication of his unfitness for sustaining college work. I know of one rather brilliant young woman who was refused admission to the college from which she had received provisional acceptance solely because she did not hold herself to the same high level of achievement she had maintained earlier in the year.

This attitude and action of the colleges indicates quite clearly the change in the emphasis that used to be placed on grades alone. It tends to vindicate the position taken by our school from its inception of the importance of training the pupil to seek satisfaction in real mastery of subject matter and skills rather than

in the grade or mark he receives; to focus his attention and interest on understanding a problem, not just in getting an answer that may bring a good grade. When the pupil's motive is to comprehend thoroughly for himself rather than to meet a teacher's standards, the marks may safely be left to take care of themselves. It sometimes may seem to be splitting hairs to labor this point, but the change of emphasis results in a decided change in the pupil's basic attitude toward his work which brings about a far better and more permanent result. Of this most colleges are now fully aware.

The parents can, therefore, help their children greatly by the attitude they take in discussing the mid-year reports with them. If the emphasis is placed only on the achievement mark rather than on the actual progress and development of the individual, the pupil tends to form an unfortunate habit of mind which will handicap him severely until such time as he can rise above it. Colleges today have learned the truth of the fact pointed out by Francis Parker fifty years ago, that a child is a unit and must be considered as a whole. His whole personality, as well as his academic standing, is important in judging his fitness for college. We, as parents, can help in preparing him for college success by giving him every opportunity to grow normally and fully into a well rounded person with intellectual attitudes and a high sense of values, as well as a High School diploma.

PERRY DUNLAP SMITH

1947 OPERA

The Comic Opera, "Xingabru", by John Jameson and Ramsay Duff, was begun in 1941, and was given its first presentation in March, 1942 in a double bill with Gilbert and Sullivan's "Trial by Jury". The author, who was at that time a student in the Junior Class, played the part of the Fugitive. On his return from army service in Europe last spring, he and the composer went over the entire score and libretto, revising, expanding and improving, so that this year's production will be a full length presentation, retaining all the most successful features of the original and including an overture and much other new material.

The Opera follows the Gilbert and Sullivan plan as far as general outline and liberal use of the chorus is concerned, but the scene of action and the characters involved are entirely original. The setting is a jungle; the persons of the play include a Fugitive, his large family of attractive daughters (all of whom have been brought up in the jungle), a company of Northwest Mounted Police and a tribe of cannibals.

Rehearsals are now in progress for chorus and orchestra, and auditions are being held for the nine leading parts. The Opera has been privately published; the score of 128 pages includes the songs with piano accompaniment and all the dialogue. These copies are well bound and are printed (not mimeographed), and may be bought at the school store.

RAMSAY DUFF

COSTUME COMMITTEE

The members of the Costume Committee who are working on costumes for the opera have issued an urgent plea for either Boy Scout hats or hats worn in the Army in World War I. They are also in need of large, gaily colored beads. If you have any of these things, will you please either bring them to school or call Mrs. Volney Parker, Glencoe 492.

ATHLETIC DEPARTMENT

About February first Doc Anderson will be leaving us to enjoy a leave of absence until September first. Next fall he will be back with us as in previous years, reports to the contrary notwithstanding.

Mr. Harritt will take over Doc's work and will be assisted by Mr. Martin McCarty who will join our Athletic Department at the beginning of second semester. Mr. McCarty comes to us from Springfield College in Springfield, Massachusetts, where he is doing graduate work and is assistant to the Director of Athletics. He has had experience coaching basketball, baseball and football in both high school and college, and served for several years in the Navy where he played both basketball and baseball on Service teams.

BASKETBALL SCHEDULE

Saturday February 1	Wheaton Academy	Here	2:00
Friday, February 7	Francis Parker School	Away	4:00
Tuesday, February 11	Todd School	Here	4:00
Saturday, February 15	Elgin Academy	Here	2:00
Friday, February 21	Detroit University School	Away	8:00
Saturday, March 1	Milwaukee Country Day	Here	2:00

LOWER SCHOOL SEWING COMMITTEE

There is a desperate need in Europe for clothing, which will continue for the next two years or more. Now that shipping space is available, the storerooms of the American Friends Service Committee headquarters in Philadelphia are almost empty. Clothing is not coming in fast enough to meet the calls of workers in Europe.

Mrs. Lewis Taylor, temporary chairman of the Lower School Sewing Committee, will welcome all clothing that it is possible for our parents to spare throughout the year. It may be delivered to the tutoring room, N.W. corner, top floor of Walling Hall. The committee will inspect it for tears and missing buttons and will do the necessary repair work.

The committee also will welcome with open arms volunteers for sewing whenever they can attend a sewing bee. It is planned to meet in the Art Room of Walling on Monday mornings, either every week or every other week, depending upon the response.

MUCH NEEDED ARTICLES:

1. *Low-heeled shoes,* men's, women's and children's. Put a $1 bill inside shoes which need repairing; the Friend's Service mends them at this nomial charge.
2. Durable and warm clothing. There is an especial need for boy's and men's clothing.
3. *Bedding.*
4. *Pieces* - or worn out clothing of wool to be made into quilts, mittens et cetera.
5. *Yarn* - odds and ends to knit into afghan squares.

GLADYS L. ADSHEAD

LOWER SCHOOL

On Thursday, January 23rd, the fifth grade went to the Historical Museum in Lincoln Park, Chicago to add to their accumulation of experiences in studying the life and character of Lincoln. As a result, a play about Lincoln is in the process of creation and will be given to the entire school by the fifth grade at Morning Excercise on February 12th. The third and first grades are also planning a play, which is to be given to the school at Morning Ex. on Valentine's Day.

GLADYS L. ADSHEAD

COLLEGE VISITOR

On Friday, February 28th, Miss Beecher of Bennett Junior College will be here and will have lunch with us and we shall be very happy to have any interested parents join us in the lunchroom between 12:30 and 2:00 p.m.

FACULTY TEA

On February 17 there will be a tea in Walling Hall particularly for parents of the 9th Grade and Jr. Kindergarten.

LOST AND FOUND

There are many articles of clothing and other items of real value in the Lost and Found drawers in the office in Knollslea. Will the mothers as well as the children please check there for any articles which are known to be missing.

OFFICE COMMITTEE

GRADE MEETING

Mr. and Mrs. Harry J. Dunbaugh invite the 12th grade parents to a party at their home, 993 Green Bay Road, Hubbard Woods, on Tuesday, February 11th at 8:00 P. M.

THE DEBT RETIREMENT AND IMPROVEMENT CAMPAIGN

The campaign for $250,000 to wipe out the mortgage and debenture indebtedness is off to a good start. The opening dinner for the Special Gifts Committe, held January 17th, was attended by over a hundred people, - members of the committee with their wives and husbands, and some of the leaders in the general organization. Mr. Darrell S. Boyd, Chairman of the Committee, announced that $75,000 had already been subscribed by thirty friends of the school.

At the first report meeting, held on January 22nd, the total subscribed amounted to $102,000 from forty people. At the second meeting, held January 27th, the total was $128,000 from seventy-seven people. The standing of the Special Gifts Committee teams is as follows:

Team	Number of Pledges	Amount
1	4	$ 5,700
2	2	1,600
3	4	2,400
4	15	13,450
5	12	9,225
6	6	27,703
7	10	15,525
8	9	21,225
9	4	4,840
10	6	4,922
Special Assignments	5	22,100
Total	77	$128,690

The next report meeting of these teams will be held Wednesday, February 3rd. The opening dinner for the general organization will be held in the school lunchroom Friday evening, February 7th at seven o'clock. Mr. Kenneth M. Henderson is the manager of Division A of the general organization with Mr. Morris K. Wilson as his co-manager, while Mr. Edward R. Adams is manager of Division B with Mrs. Rufus R. Jeffris as co-manager.

The Alumni Campaign will open with a dinner in the school lunchroom Friday evening, February 14th at seven o'clock. Edward F. Hamm, Jr. is Chairman and G. Hilton Scribner, Jr. is co-chairman. Two chairmen have been appointed for each of the 26 classes.

There are 240 people participating in our campaign organization. This is a good indication of the intcrest manifested in this undertaking. We are presented with one of the greatest opportunities in our experience to do something really constructive and worth while for our school. Let us make it a complete success for the sake of the best interest of our boys and girls and for the sake of those who will come under the influence of the School in the future.

ROY W. WALHOLM

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume IX March, 1947 Number 6

THE CONFLICT OF EARLY ADOLESCENCE

Recently in a Middle School Arithmetic class the students urged their teacher to impose on them a regulation which would make a special Saturday morning study hall required for those who had not completed their week's assignments. Several months previously the teacher had imposed such a regulation on this same class for a short time. The indignation this action had aroused had been magnificent in proportions. What produces this apparent contradiction? It is a typical one which illustrates the basic conflict of early adolescence with which we as parents and teachers must cope.

The tremendous physiological changes of early adolescence are accompanied by equally tremendous emotional and intellectual changes. These changes take place so rapidly and are of such magnitude that confusion is inevitable. This confusion is the outstanding characteristic of early adolescence. The adolescent himself is very conscious of it. The comfortable security of childhood has suddenly disappeared and has been replaced by genuinely terrifying insecurity. New and incomprehensible forces now dictate a way of life for the adolescent which is frequently more than he feels he can handle. His struggle to make order of his personal chaos is one of the greatest he will ever have to face. His life has become one of superlatives. There is no problem which is not a "crisis," no success which is not of heroic proportions.

The problem is fundamentally a conflict between a need and desire for the security which he has had throughout childhood and the urge to make a personal declaration of independence. This is, of course, an oversimplification, but it is, basically, a valid one. The early adolescent recognizes his break from childhood. He longs to be accepted as an adult and to be granted the privileges of adulthood. At the same time, however, the confusion which is his burden makes him long for the security and protection he has previously enjoyed. As a result, there is much talk of rights at this age and very little talk of duties. He wants the apparent freedom of adulthood, but he does not want its problems and responsibilities.

In the example given early in this article the basic problem is illustrated. Calling children for special study halls when their work is not done is a form of protection. It relieves them of the responsibility of making themselves do their work on time and shifts it to the teacher. But their reaction to extra study halls when imposed by the teacher is the feeling that it represents a restriction on the adult freedom they desire; they feel they are being treated as children. When, however, their work becomes difficult for them, they ask for such a restriction because it will provide them with security and relieve them of burdensome responsibility.

The line between the conflicting desires of the early adolescent is extremely thin, and it is very easy to go too far in one direction or the other. In the Middle School, we work carefully to try to satisfy their two basic needs. We attempt to give them freedom to solve problems and accept responsibilities which are within their abilities and understanding. We are anxious that they should have freedom to make mistakes of a sort which they themselves can correct and from which they can learn. At the same time, we try to provide security by a comparatively rigid routine to which they can cling, by some of the adult-imposed organization which has been the cornerstone of their childhood security, and, of course, by affection and sympathetic interest in their problems. But it would take a combination of infallible intuition and genius to be always successful!

GORDON M. BROWNE, JR.

MIDDLE SCHOOL MEDLEY

From Mr. Hinrichs; A series of exhibitions has been planned by the Library Committee to stimulate interest in the Middle School Library. The first of the series, a display of models, charts, maps, and graphs based on U.S. history before 1861, and executed by the 7th Grade Social Studies group, was received with enthusiasm. The second, which shows various war souvenirs collected by members of the three grades, is now in progress.

From Mr. Steel; On February 5, the 6th Grade English class put on the second series of scenes from Huckelberry Finn. Scenes were chosen by the group, and the connecting narrative was a composite of the ones written by the class. Everyone in the grade had a part in the production.

From Mr. Rhodes; On March 3, the 6th Grade will visit the Field Museum in connection with the study of evolution. On March 6, the 7th Grade will go to the Museum of Science and Industry, supplementing the work in Social Studies. The 8th grade boys have opened a store in a refurnished storeroom in the basement of Eliot Hall, where soft drinks and candy bars are on sale every afternoon from 3:15 to 3:35.

LOWER SCHOOL PROJECT

The Lower School Sewing Committee is only two weeks old, but already has had time to collect, sort, mend, and pack 223 pounds of clothing which is on its way to our sponsored school in Holland. The chairman, Mrs. Donald Buck, will call for clothing every Friday, if notified. (Wilmette 3291). All that is ready is sent at once. Every Monday morning, a group meets in the tutoring room on the top floor of Walling Hall to mend and remake garments. The faculty takes sewing and knitting to meetings, and to work on at odd times. Much is being accomplished, but more volunteers are needed. We hope the good response for clothing will continue, for the need of our sponsored school is dire. It is an elementary school of 270 pupils, in the village of Huissen. The "Save the Children Federation" says of it:

"Huissen served as a garrison for the Germans during the occupation, and its people suffered many and great hardships. Many were left utterly destitute, and without means to earn a living. The schools were closed, as the teachers refused to teach the German doctrines. With the liberation, the town became a battlefield, and almost everything was destroyed by bombs, shells, and fire.

The children were forced to seek shelter in damp cellars, ditches, and the debris of destruction. The school buildings were direct hits, and were totally destroyed. We have been holding school in an old building without windows, heat, and with very little equipment. This part of the Netherlands has severe winters. The children are undernourshed and very nervous. They do not have warm clothing and shoes, so are unable to attend school regularly".

The needs include school supplies; shoes of all kinds, including sneakers; warm clothing; tennis balls or leather balls. Food: canned meat, vegetables, fruit, fish. Milk, in any form; cocoa, vitamins. They need soap, tooth brushes and powder, sheets, blankets, towels and face cloths. Miscellaneous articles such as needles, thread, shoe laces, buttons, safety pins—all the things people without shopping facilities cannot buy—will be most welcome. Also toys, unbreakable, and in good condition.

GLADYS L. ADSHEAD

THE ARTS LIBRARY COMMITTEE

The purpose of the Arts Library Committee is to provide the students with interesting exhibits of pictures, which are hung throughout the various school buildings. Sometimes these are loan exhibits, but more often they come from the library files, or are the work of students themselves.

Through funds allotted to the committee, and several generous gifts from friends, a most interesting collection or reproductions has been acquired, and additional pictures are purchased by the committee under Miss Bacons direction, whenever possible. The larger ones are fitted with mats or frames, but several hundred smaller ones, mounted on cardboard, are available to the faculty for use in the classrooms.

The Committee has eight members, and meets every Monday morning in the Arts Library. We catalogue the pictures in a two way filing system, alphabetically by the artist's name, and by subject matter, so that one can easily find any desired group of pictures. A large collection of excellent art books is also kept catalogued, for students' reference work. We welcome any suggestions, or requests for special pictures.

MRS. W. EDWIN SMITH, *Chairman*

DEBT RETIREMENT AND DEVELOPMENT PROGRAM

The Campaign is in full swing, and the response most encouraging. The Special Gifts Committee reports 125 pledges totaling $167,625; the General Organization, 77 pledges, $29,396; the Alumni, 28 pledges, $7,455. The grand total to date is 230 pledges, $204,476. Pledges and checks may be mailed to the Campaign Office, Knollslea Hall.

1947 OPERA

"Xingabru", a comic opera in two acts, with book by John Jameson and score by Ramsay Duff, will be presented in the School Auditorium on Thursday afternoon, March 27, at 2:30, and on Friday and Saturday evenings, March 28 and 29, promptly at 8:15. Tickets for the evening performances ($1.20, including tax) will go on sale March 19. Please address mail orders to the School Office, marked Opera Ticket Order, and enclose stamped, addressed envelope.

Copies of the score, including dialogue, are on sale at $3.00 a copy, and will be available in the gymnasium after the evening performances.

EDUCATIONAL SERIES

On Tuesday, March 11, (please note change of day) Clifton Utley will give his second talk on current affairs.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume IX APRIL, 1947 Number 7

IN DEFENSE OF A SENSE OF HONOR

It is not only a truism but an understatement to say that these are confusing times for everyone, but sometimes we forget in our own bewilderment how particularly confusing they are to our growing children, especially those of Junior and Senior High School ages. These young people find life baffling enough in normal times, but in the midst of profound and rapid social upheavals such as the atomic present, they often feel completely adrift. This seems to be the situation with most adolescents today, and while we may congratulate ourselves that our children have so far shown very few signs of really delinquent behavior of which instances are being reported in the newspapers with alarming frequency, nevertheless there are many indications that our children, too, are in need of help and guidance to a far greater extent than appears on the surface.

These symptoms often take the form of more or less minor derelictions from our accepted code of behavior which at first may seem unimportant, but on investigation turn out to reveal a basic confusion and lack of appreciation of the essential standards on which our society and ethics rest. It is natural, for instance, for young people to try to avoid disagreeable or tedious tasks, to tend to indulge their desire for present pleasure and ignore their responsibility to their future needs. But, when this tendency results in taking short cuts and by-passes which one must recognize as a form of cheating, deception and attempts to acquire credits or rewards through false pretenses, then the matter becomes alarming. Such instances have occurred in several classes of late.

There is an even more serious aspect of this situation, for when the children are asked to explain these actions, they often display, not only as individuals but more often than not as a whole group, an attitude of such complete indifference to essential standards of honesty and personal honor that one can only describe it as amoral. They speak of the need of overcoming a well developed habit of cheating in class with about the same attitude and feeling one would expect if we had been discussing the overcoming of a habit of biting one's nails. They seem to sense no difference in moral degree between chewing gum in class and copying the answers to a math test from one's neighbor. In my discussions with various groups of boys and girls, I find that both those who have been guilty of such dishonest acts and their classmates who have not are badly confused as to basic necessities of honesty and honor. They do not seem to understand what a reputation for carelessness in such matters will mean to them, personally, or to the group as a whole, both now and in the future. They talk of seeing around them or read-

ing in the papers, or, of course, witnessing in the movies and reading in modern novels, adult conduct which seems to transgress the moral code (including the Ten Commandments) not only with impunity but often with admiration from the public. If, then, this is true in the adult world, why should one be ashamed of breaking the social code in the much less, to them, important matters of the classroom? These youngsters are sorely in need of standards in the midst of confusion — far more so than in former times when values seemed more clear cut.

It is a well established fact that honesty and moral standards are not inherited, even in the best blood of the nation or race. Where families have maintained a high standard of honor, it has been carefully taught to each succeeding generation by both precept and practice, but particularly by the example that the older generation held before the younger members of the family. One of the strongest forces of learning has always been the law of imitation. Honesty is not an instinct, it does not appear by itself, but it may become a habit with the strength of an instinct if we establish the attitude firmly enough.

In these days of many uncertainties perhaps we parents have hesitated too much to talk with our children on matters of such deep emotional meaning to us. We ourselves are unsure and we fear to walk onto uncertain ground. So we hope that matters like high moral standards and personal honor will somehow take root and flourish of themselves. But these flowers of virtue have to be assiduously cultivated, they are not self-perpetuating; it is the weeds which arise and choke them out that flourish without our help. We have forgotten, perhaps, that the family is an ideal training ground for establishing these habits of honor upon which the peace of mind of the individual and the welfare of a co-operative society must rest. The school, as the extension of the influence of the home, has a heavy duty and responsibility in this vital matter also, but the basis of such moral attitudes will always be established in the home, — or not at all. Certainly, when the home and the school work together to re-establish something of the old-fashioned sense of honor, we ought to be able to create a conviction in the minds of our young people which will hold them steady even in these times of confused morality. This conviction must be firm to a point of impregnability if it is to serve effectively. The student must realize fully that honesty is of little value if it serves only in unimportant matters or in situations where little is at stake. If a boy or girl will avoid deceit or equivocation at all times *except* when it is dangerous and difficult to tell the truth, it does very little good to society or himself.

Young people must be taught that it is even more important to hold to a rigid and exact standard of honor under crucial or painful conditions than at any other time. It may be that we adults can revive a little of the old-fashioned attitude in these matters, such an attitude as Brutus expressed when he said:

> "For let the gods so speed me as I love
> The name of honor more than I fear death."

Surely a little of this sort of spirit in these turbulent times might help to set our young people on some stable course of action, and be a guide to us all in the midst of the present moral confusion.

PERRY DUNLAP SMITH

EUROPEAN FRIENDSHIP EXCHANGE

We have received many letters from France, Holland and Czechoslovakia. Teachers and children alike write us how much they enjoyed our packages and with what jubilation everything was received. They ask us to convey all their thanks to our parents, students and faculty whose untiring co-operation made those packages possible. Most of our parcels arrived by the middle of February, in the worst of the winter, "au coeur de la mauvaise saison", as the Directeur of the College de Montivilliers put it.

Mrs. Vandenberg wrote us from Arnheim, "It is simply 'swell' to be able to make so many people happy. Adults and children alike thank you most heartily for your kind help and all the trouble you and your wonderful boys and girls and all their parents have taken on our behalf." Mrs. Janovska, professor of Political Science and Social Studies at the "Social School" in Brno says, "Chaque jour nous trouvons de nouveaux paquets, and je voudrais que vous puissiez voir les yeux brillants et heureux de nos jeunes filles." We have letters by Willeken, Lien, Jirina, Georgine, Henri, Amford, Liba, Anci and even by boys from other schools who were not among those who have received our parcels, but who have heard about us and want to correspond with an American friend. Willeken from Zeist in Holland writes: "I do not know either if you are a girl or a boy, nor in which you keep an interest in. I hope to do my final exam this spring, but when I think of it, I feel quite horrible." We heartily shared her feelings, as our next exams will also come with the approach of spring.

The Sophomore girls and I, personally, wish again to express our deep appreciation for all the kind and invaluable help we received, and we hope by the above report and quotations to give you a share in our enjoyment of the response we have received.

KARLA LANDAU

LOWER SCHOOL SEWING FOR HOLLAND COMMITTEE

The Committee has sorted, mended, packed and shipped another 188 pounds of clothing for our Dutch School. But the number working each Monday is too small to keep pace with the generous gifts of worn clothing. The committee would greatly appreciate more help. If you can't sew, perhaps you would be willing to sort clothing and pack cartons.

MRS. DONALD BUCK, *Chairman*

GRADE NEWS

There will be a meeting of the Eighth Grade parents on Thursday, April 3, at 8 o'clock, at the home of Mr. and Mrs. W. C. Grant, 165 Thorntree Lane, Winnetka. Mr. Smith will speak to the group on "Manners, Morals and Social Change."

MRS. CHESSER M. CAMPBELL, *Chairman*

* * *

The parents of the Eleventh Grade will meet on Monday, April 7, at 8 o'clock, at the home of Mr. and Mrs. John McGregor, 205 Chestnut Street, Winnetka to discuss the college outlook for 1948. Mrs. Wilcox will give us information about girls' colleges, and Mr. French about colleges for boys. Mr. Smith will continue the discussion and answer questions.

MRS. FRANK ALLEN, *Chairman*

The Fourth Grade presented a play called "The Problem of the Universe" in the auditorium on March 20. It was the class' summary of all their work on a study of the solar system and the stars. They devised an imaginative situation where the planets had grown tired of their respective positions in the Universe. They had become jealous of Earth's privileged position. With Mars as their leader, they complained to the Sun and even threatened war against the Sun and his pet, the Earth. Needless to say, the Sun decided against changing the order of the Universe and based his argument on the fact that if any change was made, the Universe might be thrown off balance and finally destroyed. Both the Art and the Dramatic Departments were most helpful in lending their assistance.

MR. BROOKS SMITH

* * *

On March 6, the French IIG class, in connection with its study of the French Provinces, was invited to the home of Mrs. Norman Harris, to see her remarkable collection of two hundred color prints of authentic French provincial costumes, and to hear her accompanying historical and descriptive comment. MISS CAHILL

EDUCATIONAL SERIES

On Monday, April 21 at 11 a.m., the Educational Series presents Mr. Cleveland Grant. His talk is entitled "American Birds In Color".

Mr. Grant appeared on the Series last year with superb movies in color of wild birds. He has spent years getting his pictures and we are fortunate in having him again this year with another film.

FACULTY NOTES

Mr. Smith attended the annual meeting of the Headmasters' Association in Rye, New York on February 13th and 14th. On February 15th he attended the meeting of the Committee On The Graduate School Of Education Of Harvard, and on the 16th that of the Committee To Visit Harvard College.

Mrs. Wilcox attended the meeting of the National Association of Principals of Schools for Girls with the Deans of Women's Colleges, at Atlantic City, from February 13th to 15th.

Mr. Thomas attended the School and College Conference on English which met in New York. Discussion dealt with preparation in reading and writing at the college Freshman level.

Miss Cahill was recently elected representative of the private schools of the Chicago area to the American Association of the Teachers of French.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume IX MAY, 1947 Number 8

MISS BACON'S RETIREMENT

It is hard to imagine the School without Miss Bacon who has been a part of it for twenty years. Her calm spirit and influence have quietly permeated every part of it until she has become almost taken for granted as an integral and natural component of that curious element which we call "school spirit". It will be impossible to replace what she does and has done for all of us, but such a spirit as hers does not leave us when she gives up active teaching; it carries on in each of us who have come under her influence and in the standards of beauty and color which she has taught us to expect in our surroundings. In trying to live up to these standards, we will continue her teachings and make them a permanent heritage of the School, to pass on to future classes who will not have had the opportunity to work with her in person.

In a school which believes that a sense and appreciation of beauty in form and color is not merely an isolated accomplishment for a few individuals, but an integral part of the growth and development of all of its pupils, it is necessary to have a strong personality at the head of the Art Department. It is no easy task to handle a class of young High School boys who are taking Art, not because they have an interest in it or any inclination for it, but largely for the single reason that they are required to take it by the school authorities. An art or music teacher who has never had anyone in her class except those pupils who have elected the subject has very little conception of even the problem of merely maintaining order in a class where the attendance is compulsory. Miss Bacon has no overpowering physical strength to aid her, she is small and fragile rather than robust, her voice is soft and low, yet she never fails to achieve control over even the most unruly group of adolescents after they have known her classroom techniques for a short while.

Without raising her voice she manages to start them working and to keep them at it until they forget their American "mucker-complex" (of which Mr. John Mason Brown reminded us), until gradually their interest and satisfaction in expressing themselves through their hands are aroused and she finds a medium which best fits their personalities. They never fail to leave her classroom with increasing respect for her and for her subject. To see a huge hulking lad who had previously regarded all art as sissy stuff, and who stoutly maintained that he couldn't even draw a straight line and cared less about trying, gradually come to have some faith in his own ability, and a steadily increasing awareness of a whole new field of enjoyment until he comes to the studio on his own initiative and in his free time to work on some concept of an abstraction, which brings him obvious

satisfaction in something like the same quantity as do his athletic pursuits, is an ever recurring wonder and delight to those who visit the studios on the second floor of Knollslea. Boy after boy has found out things about himself there that he never knew were possible for him, and girl after girl has added to the more abundant living of the future home she will create through the vistas of appreciation Miss Bacon has opened to her in the quiet, orderly confusion, and steady satisfaction in individual progress which are always present wherever she is at work.

If one of the greatest objectives of education is "to keep open and in use all the avenues to the soul", Miss Bacon can be listed high among the country's greatest educators. We may say of her as was said of another great teacher, "She opened paths for children's feet to follow. Something of her will be a part of us forever."

PERRY DUNLAP SMITH

* * *

Edith Jane Bacon came to The North Shore Country Day School in September, 1927. Because she possesses a talent for making other people the center of interest rather than herself, few persons, even those closely associated with her, know a great deal about the richness of background from which, during these twenty years, she has supplied incentive and inspiration to those who have worked with her, whether students, parents or colleagues.

She was first a student, then later a member of the faculty of Kemper Hall in Kenosha. Indeed, Kemper Hall and The North Shore Country Day School, with a brief interlude at the Park School in Buffalo, are the only schools in which she has taught. She studied at the Art Institute, but did most of her work at The Academy of Fine Arts in Chicago under the distinguished artist, Mr. William Henderson. In Provincetown, Massachusetts, she worked under Charles Hawthorne and went to Spain when Mr. E. Ambrose Webster took his class there to share with them his especial interest, the effect of sunlight and brilliant color in painting. She went abroad twice with the International School of Art, first to Poland, Austria and Czechoslovakia; then again to Poland, Rumania and Hungary. In each country the group studied with a recognized and representative artist of his own land. Aside from these trips for directed study, Miss Bacon has spent much time both in the British Isles and on the Continent. Then, too, she has followed her own pursuits in Mexico as well as in many parts of the United States. One cannot be with Miss Bacon without knowing that these experiences have struck deep and that she is indeed a "part of all" that "she has met".

Both paintings and prints of Miss Bacon's have been exhibited at the Art Institute, and twice her work has received honorable mention. The North West Print-Makers have shown her work, too, at such antithetic cities as Seattle and Brooklyn.

Although Miss Bacon is now retiring from active duties, she will never know what it means "to rust unburnished, not to shine in use", for her vivid delight in fresh experiences, her zest for living and her eager, questing spirit will continue to make life meaningful and glowing for all whose lives touch hers.

JULIA E. GILBERT

In thinking back over the sixteen years of my association with Miss Bacon, I am struck by the fact that perhaps more than anyone else among her coleagues, I have had the pleasure and stimulus of sharing common enterprise with her, and of observing in action her special ability to make her own subject alive, and full of fun and interest for her students.

The production of the Opera each year has brought us into close collaboration in making the performance a delight to the eye as well as to the ear; and more than that, in making use of the particular character of the chosen work to broaden the students' appreciation and sharpen their perception of all the aspects of art — both musical and pictorial — that might reasonably be related to the job in hand.

I member with especial pleasure the first time we did *The Gondoliers* together. Miss Bacon's understanding of the potentialities of color and picturesqueness in producing the required settings fired her students to a tremendous pitch of creative effort. I can see as if it were yesterday the vista of the Grand Canal of Venice taking form on the backdrop; the design, as I recall it now, being made from a postcard print that Miss Bacon herself had brought home from Venice. The Second Act scene, a pavilion in the Court of Barataria, had an air of sombre elegance, set off to perfection by the view, through a wide window, of a rich and brilliant tropical landscape. The costumes, designed from authentic prints and beautifully correct in detail, carried out the scheme of contrast between the characters of the Court, and the Gondoliers and Contadine. A production so effectively mounted could not — and did not! — fail to bring the greatest satisfaction to performers and audience alike.

Then there was *Patience,* in which the fun poked at the fads and foibles of the Pre-Raphaelite period was made twice as funny — and infinitely more significant — for the students, because of Miss Bacon's care to show them precisely what was being made fun of. Her Art classes devoted much time to studying the development of the Pre-Raphaelite School, and during all the weeks when the Opera was in preparation the art room was hung with prints of the paintings of the period. The languishing maidens portrayed by Rossetti, Burne-Jones, Walter Crane and many others became old friends to the girls who were to represent the twenty Love-Sick Maidens. It seems to me that from Miss Bacon, too, came the inspiration to correlate the work of the Art Department with a study of Swinburne, William Morris and other writers of the 'languors and lilies' persuasion, in the English classes.

This is typical of the thoroughness and imaginativeness of Miss Bacon's approach to the actual work of design for the Opera: an impending production of *The Pirates* brought forth an excellent exhibition of pictures of cathedrals and chapels, to suggest possibilities for the Second Act set; *Xingabru* was preceded by a fine display, everything from Rousseau's fantastic jungles to photographs of African tribesmen; and *Ruddigore's* gallery of ancestral portraits gained variety and authenticity from a study of various styles of portrait-painting as typified in the work of Sargent, Raeburn, Van Dyke, Gainsborough, and so on. Thus, while Miss Bacon focusses attention on the Opera, she makes it also the means of introducing many forms and styles of art, and so of stimulating fresh interests.

The use of the Opera as a starting point for creative art projects has also been a thing I have watched with great pleasure. This year, for instance, the

Auditorium lobby blossomed out after the Opera with a colorful array of paintings by students, of scenes suggested by the study of tropical landscapes. The range of subject and treatment was impressive, convincing evidence of the genuine interest and eagerness behind the work. Such discernment in taking advantage of a vital current interest, to stimulate active original expression, is the characteristic of a first-rate teacher.

The program of Tableaux, presented each year as a part of the celebration of Christmas, is equally made the basis of a rich experience in seeing and creating.

Through the years of working in close cooperation with Miss Bacon during Opera season and in preparing the music for the Tableaux, I have penetrated the secret of her success with young people: she appreciates the special 'bouquet' of youth, and enjoys its charm, but her attitude is not collective in the sense that she views her students as a *group*. Her relationship with them is based on her response to their individual needs, her respect for their individual capacities, her affection for their individual personalities. This is the kind of relationship from which warm and lasting friendships spring.

RAMSAY DUFF

EXHIBITION OF MISS BACON'S PAINTINGS

Miss Bacon has very kindly agreed to give an exhibition of her own paintings before her retirement from the School in June. This exhibition will be hung in the lower school music room on Monday, May 5th, and will remain there for three weeks. Everyone is urged not to miss the opportunity of seeing the lovely work Miss Bacon has done. A tea in her honor will be given on the Monday afternoon of the opening of her exhibit for some of her close friends.

MRS. W. EDWIN SMITH,
Chairman, Arts Library Committee

SENIOR CLASS PLAY

The Senior Class has chosen "Berkeley Square", a play in three acts by John Balderson, as their class play this year. They will present it on the evenings of Thursday and Friday, May 29th and 30th in the Auditorium at 8:15.

In choosing this play the class hopes to leave behind them when they graduate a memory of their effort to revive from the past those things which have proven good, and to learn from the mistakes of our ancestors to avoid making them ourselves. They felt that today, perhaps, we need much of the perspective on our actions which this play attempts to give, and they hope to do it well enough to make the illusion, the fantasy and the meaning of the story real enough to their school mates and parents and friends in the audience so that they will not only enjoy it, but carry something of the spirit of the play with them afterward.

"Berkeley Square" is a whimsically imaginative story of a modern young student who exchanges places with an ancestor of his and goes back to live for a while in the London of the late 18th century, but finally returns to modern life. While it will be fully appreciated only by the older students and adults, it will interest children as young as the 5th or 6th grades. The Seniors hope that parents will plan to reserve one of the dates so that as many as possible will be able to come. Tickets will go on sale two weeks in advance of the performances.

MAY DAY

May Day will be on May 16th. The Sophomore girls are in charge of the whole May Day program. They are making all the arrangements such as taking care of the printing of programs, planning of costumes and color scheme, decorations, seating of the grades, et cetera. The Sophomore boys will help with the refreshments and clean-up work. The 9th Grade will give a play about "Persephone". The Sophomore and Freshman girls are inviting a group of little colored girls from the Emerson School and a group of children from the Polish Settlement in Chicago.

Our May Queen this year will be Barbara LaRochelle. Her two attendants are to be Barbara Smith and Nancy Northrop. The whole school will honor the May Queen and her attendants by dances on the green. A picnic to which the parents and their guests are most heartily invited, will follow the ceremonies.

KARLA LANDAU

LOWER SCHOOL

The Fifth Grade is going to Springfield and New Salem, Illinois on Friday and Saturday, May 2nd and 3rd as a culmination of their wide study of Abraham Lincoln and his times. Miss Griffin and four mothers will accompany the children. They will stay at The Leland Hotel.

* * *

On Monday, April 28, the Fifth Grade showed their dioramas of the Life of Lincoln at Morning Ex. They also gave the last scene of their Lincoln play at the Spring meeting of the Parent Association.

* * *

The Fourth Grade is preparing a spring play to be given in the auditorium on May Day, Friday, May 16th.

* * *

The Third Grade children are planning a party for their parents on Tuesday, May 6th, at 6:15. The party will be held in the Third Grade room and the children are making all the plans for supper with the co-operation of their mothers. The program and a play will be based on their study of Holland.

EDUCATIONAL SERIES

Clifton Utley will be the last of the Educational Series speakers. He will speak on "Current Affairs" on Tuesday, May 20th at 11 o'clock in the school auditorium.

LOST AND FOUND

Will Parents and children please come to the office in Knollslea to claim lost and found articles.

* * *

Mr. and Mrs. Thomas will not be living at Leicester Hall next year, and would appreciate it very much, indeed, if any of the parents of the School who know of living quarters which may be available next fall will be good enough to call Mrs. Thomas and give her whatever information they may have.

BASKETBALL SCHEDULE

Saturday, April 26	Milwaukee	Here 2:00
Saturday, May 3	Detroit University School	There
Wednesday, May 7	Lake Forest Academy	There 3:30
Saturday, May 17	Milwaukee	There 2:00
Wednesday, May 21	Lake Forest Academy	Here 4:00
Tuesday, May 27	Francis Parker	Here 4:00

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume IX JUNE, 1947 Number 9

AM I AN AMERICAN?

The following is the text of a talk given by Mr. Smith, at the invitation of Dr. Samuel Harkness, at the Congregational Church on Sunday, May 18. The theme of the entire services was "I Am An American".

It has been said that to be an American is no longer as easy a matter as it used to be. That is certainly true: — but it is also true that it means far more to be an American than ever before in history. Far more in opportunities, possessions and rights — but also in responsibilities, in leadership, in wisdom.

In the past we have tended to be a bit adolescent in our attitude before the world, to swagger and boast, especially when we were visiting some of the older countries. But now America has come of age, and whether we like it or not, we are faced with the fact that swaggering and boasting are not enough. We have just won a war which, in itself, has helped us to come of age; so instead of making us more boastful, we have become more sober minded and mature, as evidenced by the fact that we have seen the error of our childish evasion of our responsibilities after the First World War and have now stepped forward manfully to accept our full share in the working out of the world's problems. To our amazement we find that the mantle of leadership has fallen upon us and though we feel both humble and frightened, we are not going to dodge it this time. We have determined to do our best and perhaps we can make amends for not having done better last time. We are not so apt to declare boastfully, "I am an American"; more often we humbly ask ourselves, "Am I an American?"

We have won the war and won it brilliantly. But what does that mean? What does it get you? I used to think it settled nothing, certainly it does not settle what is right. It does not even settle the great question which started the war, i.e., whether the ideal of Christian Democracy or of Totalitarian Collectivism shall rule this rapidly shrinking world of ours.

All winning a war determines or decides is what sort of political philosophy will be tried for the next 25 or 30 years; — our kind or the Nazis'? We have implicitly *believed* that the American ideal will work best. Now we have got to *prove*

it! But the problem is complicated by a new factor and that is that our brothers in arms, the Russians, believe equally firmly and possibly with even more burning fervor, that their form of government will work better; even that our form must of its own weight collapse.

We have got to show that Democracy can be made to work, or the Russians will be quick to point out our failures. We must not forget that we have never really dared to practice full Democracy, just as we have never had the courage to practice full Christianity. But what little we have been able to put into practice has been so rewarding in its lasting values that we are determined to go on.

We are trying to see how Christianity and Democracy reenforce each other. They are based on the same principles, — the common brotherhood of man and the dignity and integrity of the individual. These seem somewhat incompatible, but when practiced by unselfish and understanding people they each strengthen the other in a fusion that is prodigious in its power. This balance between the rights of man and his duty as a citizen, this equilibrium of forces, produces a resultant power which is enormous. It is hard to achieve, but it is what we as a nation have been striving for since our infancy. The trouble with the Russian system is that it uses only one of these forces and so destroys the other. Duty to the state strangles the rights of man, and man's soul is destroyed.

That is our first problem as citzens of America today. We have got to make our system of life work, and we must do it so well that it will be abundantly clear to all the world that it does work. This is the great struggle, an even greater one than the physical struggle of the war. The enemy is within as well as without, the totalitarian collectivism philosophy is very tempting, especially when one is rich and powerful.

But freedom is not a self-perpetuating process. It cannot be inherited — free from debt; each generation must pay its premium or the benefits lapse. We as Americans must realize that our beloved Declaration of Independence is not merely an American document; it is a document that belongs to all humanity, and we must see to it that the rights it guarantees are extended to all human beings everywhere in the world. And that that greater declaration, the declarations of the Interdependence which was written thousands of years before but never understood fully becomes a watchword for all Americans, young and old. I mean the two laws which Christ repeated to the rich young rulers (and are not we Americans also rich young rulers in the weary world today?) from the ancient Hebrew Scripture and said were All the Laws and the Prophets, which show we are all brothers, sons of the same Father, and yet all individuals whose souls are in our own keeping, "The Lord thy God is one god and thou shalt love Him with thy whole soul and mind and strength and thy neighbor as thyself." If we can do that, then indeed we are dedicating ourselves to a new birth of freedom and we need

not fear that the idea of government by the people can perish from the earth. But each of us will have to do his part, his full part; we are in the midst of a great battle and we battle for the Lord, we can none of us slough off our responsibility as citizens and especially as American citizens on whose country the Lord has called in the hour of need.

My friends, as Lincoln told us four score years ago, we cannot escape History — each of us will be remembered in spite of ourselves — no personal significance or insignificance can spare one or another of us. How we meet the challenge that we now face and in which we each must play a part will determine whether our country succeeds in its gigantic task. We Americans shall either nobly save or meanly lose the last best hope of Earth.

We are about to sing together one of the great inheritances which has come to us from out of our past struggles and is a common heirloom for all Americans, the Battle Hymn of the Republic. A great American Soldier who fought in that war that brought forth this glorious hymn and who later became an even greater leader as a teacher, Colonel Frances W. Parker, loved that hymn. He had sung it by the camp fires and while marching into battle with his troops. But when he sang it with us, his pupils, in the days of peace and reconstruction, he always changed the last line from "As Christ died to make men holy, let us *die* to make men free" to "let us *live* to make men free." To die for a cause is relatively easy, but to *live,* to give one's whole life, to dedicate one's living to a cause, is much harder. If, as Americans, we can all of us dedicate ourselves completely to "living to make men free", all men everywhere, then indeed we can be proud when we say, "I am an American", for we will have accepted America's destiny and responsibility in building this chaotic planet into One World. We will be doing our part to answer man's old, undaunted cry that "Earth shall be free and all her people one".

PERRY DUNLAP SMITH

AN APPRECIATION OF PARENTS

It seems appropriate at the end of the school year, in behalf of the lower school faculty, to express how very much we appreciate the interest, cooperation and loyal support of the lower school parents.

During the past four years the number of pupils in the lower school has almost doubled, and this has necessitated much more organization. The war and post-war years have brought added responsibilities to parents and to faculty, and have increased their work and their efforts. To meet these demands, new committees of parents have been formed and are functioning with ever increasing success.

THE PARENTS ASSOCIATION

Officers and Chairmen for the year 1947-1948

President, Mr. Edward R. Adams.....200 Woodley Road, Winnetka 398
First Vice-President, Mr. Holden K. Farrar....1206 Tower Road, Winnetka 3563
Second Vice-President, Mr. Calvin F. Selfridge..1133 Pine Street, Winnetka 495
Secretary, Mrs. Dwight Dean.....599 Lincoln Avenue, Glencoe 812
Treasurer, Mrs. Edward Gammie.....821 Prospect Avenue, Winnetka 4406

Executive Committee (at large)

Mrs. John E. Blunt, III.....33 Locust Road, Winnetka 2969
Mr. Chesser M. Campbell.....1212 Westmoor Road, Winnetka 2033
Mrs. E. Bartholomay Chapin.....511 Cedar Street, Winnetka 4835
Mr. John I. Dennehy.....37 Indian Hill Road, Winnetka 127
Mrs. Thomas L. Fentress.....1274 Tower Road, Winnetka 3112
Mrs. Guy A. Osborn.....1180 Hill Road, Winnetka 224

Committee Chairmen

Art Library Committee, Mrs. W. Edwin Smith.....1161 Laurel, Winnetka 1291
Costume Committee, Mrs. Ben A. Harper.....669 Walden, Winnetka 3440
Faculty Teas Committee, Mrs. Kingsley B. Colton....211 Church, Winnetka 3316
House Committee, Mrs. J. R. Hattstaedt.....147 Birch, Winnetka 3254
Library Committee, Mrs. Samuel A. Wallace....1904 Lincoln, Ev., Greenleaf 7811
Lunch Committee, Mrs. James L. Allen.....596 Oak, Winnetka 1822
Notes Committee, Mrs. John F. Manierre.....606 Maple, Winnetka 1770
Office Committee, Mrs. Norman W. Harris.....594 Spruce, Winnetka 1653
Publicity Committee, Mrs. John K. Notz.....90 Locust, Winnetka 1153
Steering Committee, Mrs. Donald Jones.....535 Ash, Winnetka 374

Grade Chairmen

Senior Kindergarten, Mrs. William H. Lang.....Hibbard Road, Winnetka 2276
First Grade, Mrs. Will C. Grant.....165 Thorntree Lane, Winnetka 1116
Second Grade, Mrs. George R. Cain.....1200 Hill Road, Winnetka 3318
Third Grade, Mrs. Carleton Blunt.....30 Indian Hill Road, Winnetka 2248
Fourth Grade, Mrs. Rudy L. Ruggles.....56 Woodley Road, Winnetka 4156
Fifth Grade, Mr. George R. Cain.....1200 Hill Road, Winnetka 3318
Mr. James L. Garard.....50 Woodley Road, Winnetka 713
Sixth Grade, Mr. Philip T. Atwood.....421 Sheridan Road, Kenilworth 4566
Seventh Grade, Mrs. Charles M. Hines.....130 Green Bay Road, Glencoe 889
Eighth Grade, Mrs. Thomas C. Clark.....598 Lincoln Avenue, Winnetka 2355
Ninth Grade, Mrs. Richard N. Jones.....535 Sheridan Road, Winnetka 3075
Tenth Grade, Mrs. Charles F. Elmes.....1301 Forest Glen Drive, Winnetka 3167
Eleventh Grade, Mrs. Samuel H. Bingham..612 Sheridan Rd., Highland Park 90
Twelfth Grade, Mrs. Edwin S. Ford.....747 Rosewood Avenue, Winnetka 562

Our Steering and Grade Chairmen have planned parent-child activities with outstanding efficiency and consideration of the teachers. As a result the teachers have felt cheered and stimulated by the wonderful spirit shown in child-parent-teacher undertakings.

We wish to acknowledge especially the untiring work of our new committee which, under its energetic and able chairman, has collected, sorted, mended, packed and shipped 1,000 pounds of clothes, toys and necessities for our adopted Dutch school. We also thank the fathers for their share in the heavy work of tying and shipping the cartons.

The Costume Committee has done thorough and orderly work and the Library Committee has developed for us a smoothly functioning, valuable Lower School Library. We are happy to say that sixth grade children and their teachers have made use of our library.

GLADYS L. ADSHEAD

GRADE NEWS

SECOND GRADE. On Tuesday, May 27, the mothers of the second grade were invited to meet Miss Hope Harshaw who will teach third grade next year. The children bought and prepared the refreshments.

SEVENTH GRADE. The grade painted its home room purple and white during the Middle School Work Day, Friday, May 9. For twenty amateur painters they did a very professional job and the room looks much better.

EIGHTH GRADE. During the first week of June there will be a party for newcomers to next year's ninth grade.

COSTUME COMMITTEE

The Costume Committee wishes to thank all the mothers who have given so generously of their time this year to the Opera and school plays. The senior mothers finished their work for the year with the costumes for the Senior Play, "Berkeley Square".

MRS. BEN HARPER, *Chairman*

Mrs. C. H. Harker, second grade teacher, and her husband would appreciate information concerning living quarters in Winnetka, available next fall. Mrs. Harker may be contacted through the school.

CALENDAR

HIGH SCHOOL

Thursday June 5, Friday June 6, Monday June 9, Tuesday June 10; Examinations.

Saturday June 7; College Board Exams for Juniors, at New Trier High School.

Wednesday, June 11 at 1 p.m.; Senior Luncheon. Guests are students, Parents of the Senior Class, Faculty, Alumni, Directors and their wives.

Wednesday June 11 at 2 p. m.; Stunts. Guests are students, Parents, Alumni, Faculty, Directors and their wives.

Thursday, June 12 at 6 p.m.; Ninth Grade picnic at the home of Mr. and Mrs. Norman Waite, Briar Road, Northfield.

Thursday June 12 at 6 p.m.; Tenth Grade picnic at Searle Park, Oakton and Skokie Blvd. Hosts, Mr. and Mrs. John G. Searle.

Thursday June 12 at 6 p.m.; Eleventh Grade picnic at the Sheridan Shore Yacht Club.

Friday June 13 at 3:30 p.m.; Commencement.

Friday June 13 at 6 p.m.; Twelfth Grade picnic at the home of Mr. and Mrs. James M. Glaser, 615 Lincoln Avenue, Glencoe.

Saturday June 14 from 9 p.m. to 1 a.m.; Junior Prom.

Tuesday September 16, make-up exams for students notified in June.

Tuesday September 16 and Wednesday September 17, Faculty Meetings.

MIDDLE SCHOOL

Thursday June 12 at 5 p.m.; Eighth Grade picnic at the home of Mr. and Mrs. Locke L. Murray, 93 Indian Hill Road.

Thursday June 12 at 6 p.m.; Seventh Grade picnic at the home of Mr. and Mrs. Denison B. Hull, 115 De Windt Road.

Thursday June 12 at 6 p.m.; Sixth Grade picnic at the home of Mr. and Mrs. Roy E. Bard, 36 Woodley Raod.

Friday June 13 at 12:30 p.m.; Middle School Luncheon.

LOWER SCHOOL

Tuesday June 3 at 6 p.m.; Fifth Grade picnic at the home of Mr. and Mrs. John I. Dennehy, 37 Indian Hill Road.

Tuesday June 3 from 5:30 to 7:30 p.m.; Fourth Grade picnic at the home of Mr. and Mrs. James L. Garard, 50 Woodley Road.

First Grade picnic at the home of Mr. and Mrs. Talcott Griswold, 101 Thorntree Lane; date to be announced later.

Friday June 6 at 10:45 a.m.; Lower School Closing Exercises. Guests are the Senior Class.

* * *

School will reopen on Thursday, September 18 at 8:30 a.m. There will be a full day of classes for the High School and Middle School.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X October, 1947 Number 1

OPPORTUNITY KNOCKS

One of the principal advantages of having one's children in a Country Day School is that they may remain in close association with their homes throughout the period when they most need and benefit by this association. This is especially true today when our whole social environment is in a state of uncertainty and change. At such a time old values seem to be losing their force, new customs spring up, and confusion results on every side. Under these conditions it is quite natural that the young people should fail to see things clearly and, feeling unsure of themselves, attempt to conceal this by a front of apparent confidence and arrogance which is almost entirely artificial. This same sort of thing happened after the last war when we went through a similar period of readjustment, but it is aggravated this time by the fact that many of the parents of our modern adolescents were themselves in that very impressionable high school age during that period in the early 1920's, and still retain some of the confusion of ideas which resulted from those experiences.

It is at a time like this that we parents have an opportunity to be of the greatest assistance to our children. The children need their parents' counsel and advice as never before, and they also need to feel and be reassured by tangible evidence of their parents' love and faith in them. Both of these factors are highly important to the child's growth, but probably of even greater importance is the force of example set by the parents. If, in the midst of all the confusion and the conflicting influences that surround them, the young boy or girl can see his parents calmly and steadily facing the seemingly topsy-turvy world with courage and cheerfulness and character, it steadies him as no amount of talking and advising can do. If, however, the child does not see this, the result is correspondingly unfortunate.

Parents are, of course, under definite handicaps; they are sure to be regarded by their offspring as out-of-date, old fogies, and not in the least familiar with the life of young people in the modern world, — and there may be a certain amount of truth in the accusation, for it is hard to keep up with the startlingly rapid changes which take place almost daily. But it is just here that the Country Day type of school, with its close collaboration with both parents and children, may be of great help. Because of the fact that they deal with and (in our school) get to know intimately so many of the young people who bring them their problems and questions in a disarmingly forthright way, many of the teachers are in a position to know pretty fully what changes are taking place in the thinking and activities of our boys and girls. This can be of great help to the somewhat bewildered parent, but only if there are frequent opportunities to share with each other this know-

ledge and the experiences which both parents and teachers have had. Moreover, the experiences of other parents with their children may throw great light on what has happened in one's own home. This fund of assistance is available, if we wish to use it enough to be willing to meet with other parents and teachers to talk over the common problems which our children are having to face today.

It is a primary purpose of our Parents Association to provide these opportunities. Twenty-five years ago, during the reconstruction period following the first World War, we took full advantage of it; today we do not seem to be doing so to anything like the same extent, and yet the need is, if anything, even greater. On all sides we hear of the alarming increase in juvenile delinquency. Committees have been appointed by the mayors of several large cities to study the situation and recommend action which might bring improvement. At the meeting at Williamstown last June, where the Headmasters of the leading Country Day Schools gathered for three days of conference, a large part of the time was devoted to the consideration of this problem, for it had assumed alarming proportions in some of the eastern communities. The Guild of Independent Schools of New York City held a meeting at Hunter College on the question of the increasingly late hours and alarming conduct of high school boys and girls at parties given by their parents. Twenty-five schools sponsored the meeting and some two thousand parents and teachers attended.

After listening to these discussions, I was glad our school was located in Winnetka, for although conditions here had seemed far from perfect last spring, I realized that we were well ahead of the conditions in most of the other large metropolitan districts. This I do not believe was accidental, but was due to the way in which our parents and our School had tried to work together to keep things on a more or less even keel, and to maintain at least a few of the standards of manners and morals which seem to have been found essential in social relationships in the present as well as in the past.

It seems to me, however, that we could have done a much better job of it had we faced the problem more squarely in coordinated grade groups rather than as individuals. Last year there were very few grade meetings at which problems of this sort were discussed. There were many meetings such as picnics, grade parties, and games, which were well organized and very valuable to parents, children, and teachers, for it is essential to create an atmosphere of friendly good-fellowship and understanding among the parents before we can hope to face and discuss frankly the vital social problems that are confronting our children and ourselves in these chaotic times. Moreover, it is of vital importance to keep touch with our children and not allow the gap between the younger and older generations to widen into a gulf, as it has done in so many communities. In preventing this, and in promoting mutual understanding between the various families and between the parents and teachers, we did well. What we did not do so well last year was to come to grips, at the various age levels from kindergarten to the Seniors, with the problems of bringing up children in the age of atomic power and change. Many of the grade chairmen last year, when asked about calling such a meeting, replied that their group "had no problems", but I am not sure that this meant that the problems were not there. To try to guide a child of any age today in the midst of the rapidly shifting conditions of a great social revolution is in itself a tremendous problem. If, by talking over these things with the parents of our children's friends, we do no more than learn a little about what is going on in the minds of parents whose basic ideals we share, we will have helped to clarify our

own attitudes and thinking, and thus will present a clearer and steadier way of living for the child to emulate. This one result alone has been found in the past to be of great worth. To send a child away from home influences now, when such great changes are taking place in the world all around him, would seem to be depriving him of one of the most valuable experiences of life. He needs his parents now, especially if he is of high school age, more than ever before in his life, and he needs the influence of knowing other children's parents as well as his own, in order to form his judgments and character more wisely.

The Parents Association makes possible a far more complete and democratic understanding of our children, their problems, and our own, than we can have without it; but in order to bring this about, the individual parents must be willing to meet together and freely and frankly talk over their common problems and experiences. We have found in the past that this can be done. It was of tremendous help to parents during the difficult reconstruction period that young people went through following 1920. We helped our boys and girls avoid the excesses and mistakes of that famous flaming youth reaction. If we have the courage and wisdom to use the same cooperatively frank and forthright procedures now, I believe we will be of great help to them again.

PERRY DUNLAP SMITH

NEWCOMERS ON THE FACULTY

Nine new members have joined the faculty of the North Shore Country Day School this year.

David L. Howe, a native Winnetkan, will teach in the English Department, act as Administrative Assistant, and be in charge of Leicester Hall. He was graduated from Harvard University in 1937, and taught at Middlesex from 1938 to 1941. For the next five years he served in the armed forces, where he rose to the rank of captain in the Army Tank Corps. Last year he was on the faculty of Lake Forest Academy.

Miss Marianna Messinger, who will be Kindergarten Assistant, was prepared at the John Burroughs School, and received her A. B. degree from Vassar College in 1947. She has had teaching experience in the Vassar College Nursery School and in the Poughkeepsie Day School.

Miss Hope Harshaw is another native of Winnetka. She was graduated from New Trier High School and from the University of Wisconsin. She received her M. A. from the Graduate Teachers' College of Winnetka last year. She will be in charge of the Third Grade.

Miss Helena R. Lennards will teach Latin. She is a graduate of the Evanston Township High School and of Smith College. She has done graduate work at Northwestern University, the University of Michigan, the University of California, Bryn Mawr College, and the University of Nebraska, from which she received her M. A. She has taught at the Wheeler School in Providence, the Summit School in St. Paul, and, for the past six years, at the Baldwin School in Bryn Mawr, where she was in charge of the eighth grade and also taught in the Latin Department.

Miss Elizabeth Jane Fraker, who will teach Physical Education, is another

Winnetkan. She attended New Trier High School, and was graduated from Kemper Hall in 1944. She was graduated from the Boston-Bouve School of Physical Education in 1946, then taught at Simmons College and the Wait School in Medford.

Mrs. Frank Holland, Director of Upper School art, is a graduate of New Trier and of the Art Institute of Chicago. She did advanced work at Chicago University, Northwestern, the University of London, and the Cizek School of Art in Vienna. She also studied in Paris and Munich. She has taught at the Chicago Latin School, and the Madison Public High School, and has been Supervisor of Art in the Glencoe Public Schools. For the past ten years she has taught in the Art Department at New Trier, with which her husband is also associated.

Miss Anne M. Bryan, who will have charge of music in the Lower School, received her A. B. from De Pauw University, and, in 1947, her M. A. from Columbia. She taught in public schools in Illinois for two years, then served as Supervisor of Music both in Marion County, Illinois, and subsequently in the Public Schools of Congers, New York. From the latter position she comes to North Shore.

Mr. John C. Marsh, who will teach Dramatics, was graduated from the Loomis School in Windsor, Connecticut, and received his B. S. from Haverford College in 1943. He did graduate work at the University of Connecticut, and during his period of service in the armed forces, at the Central School of Speech and Dramatic Art in London. His experience includes acting in the productions of the Peterborough Summer Players and the Actors' Equity, and in radio plays.

Mrs. John C. Marsh, who will teach crafts in the Lower School, is also a graduate of the Loomis School, as well as of the School of Handcrafts and Occupational Therapy in Boston. She has served at the Loomis School as Secretary to the Director of Admissions. Her teaching posts include the Perkins Institute in Watertown, and the Cambridge School in Weston, Massachusetts.

PARENTS ASSOCIATION

The Parents Association again welcomes all the parents, old and new, to another year of participation in its activities. The list of officers and chairmen will be found on the back page of this issue of "Notes", and reports of the various committees will be printed from time to time. Special attention is called to the Steering Committee, whose purpose is to coordinate the activities of grade and committee chairmen, and to act as a liaison between parents and the School. The chairmen is Mrs. Donald Jones, Winnetka 374; the Lower School Representative is Mrs. Leonard Gilbert, Greenleaf 1854; Middle School Representative, Mrs. Philip Atwood, Kenilworth 4566; Upper School Representative, Mrs. Emil Hauser, Winnetka 1328. The Advisor to New Parents is Mrs. Denison B. Hull, Winnetka 3155, who will be glad to answer questions and be helpful in any way she can. It is hoped that every parent will find some committee work which will interest him or her. If you would like to help, please do not hesitate to volunteer by calling the appropriate member of the Steering Committee, or your grade chairman.

THE HOUSE COMMITTEE

During the past year the House Committee and Mr. Smith, Mrs. Wilcox, Mr. Kerry, and Mr. Chilgren, who is chairman of the House and Grounds Committee, met with interior decorators from several firms to consider plans for new draperies for the Auditorium. Delays due to lack of funds and scarcity of available materials prevented placing an order until July. Marshall Field and Company now promises installation of the window draperies by October first, and of the stage curtains before November first.

New plants for the Art Library, curtains for the women's powder room in Knollslea, and new lamp shades for the teachers' lounge were supplied last year. During the summer the Committee assisted in the selection of color for the walls of the Art Library, and of the women's powder room in Knollslea. A Venetian blind was ordered for Mrs. Wilcox's office.

Plans for this year include selection of curtains and upholstery for the Art Library and for Mrs. Wilcox's office, and of a dressing table to complete the Knollslea powder room. The Committee observes that lamps are needed in the music studios. Donations of used floor or student lamps would be appreciated.

MRS. JOHN R. HATTSTAEDT, *Chairman*

EDUCATIONAL SERIES 1947-1948

This series of lectures is given annually for the students of the School, without charge to them. For parents and friends who are interested in attending the series and in helping to defray the cost, season tickets will be available at $5.40.

Students and parents will be happy to know that our very good friend, Clifton Utley, well-known lecturer and radio commentator, will open and close the series. The other four programs promise to be stimulating and varied.

The lectures begin promptly at eleven o'clock, on the following dates:

Monday, October 27 — Clifton Utley ..... "Current Affairs"
Monday, November 17 — Count Byron de Prorok ..... "Switzerland"
Monday, January 19 — Herbert Agar ..... "England To-day"
Monday, February 16 — S. I. Hayakawa ..... "Why We Don't Behave Like Human Beings"
Monday, March 15 — Langston Hughes ..... "Poems of Negro Life"
Monday, April 26 — Clifton Utley ..... "Current Affairs"

ASSIGNMENTS

Parents of absent students should telephone requests for assignments each day before 10 a.m. and call for them at the Office after 4:30 p.m.

LOST AND FOUND

The Lost and Found is in Knollslea, and parents are urged to come and claim missing articles turned in.

VARSITY FOOTBALL SCHEDULE

September 27 — N. S. vs. Chicago Latin School ..... Home 10 a.m.
October 4 — N. S. vs. Elgin Academy ..... Away 10 a.m.
October 11 — Open
October 18 — N. S. vs. Detroit University School ..... Away
October 25 — N. S. vs. Evanston High School J. V. ..... Away 10 a.m.
November 1 — N. S. vs. St. Louis Country Day School ..... Home 2 p.m.
November 8 — N. S. vs. Principia (St. Louis) ..... Home 2 p.m.

Come out and join the Cheering Section!

THE PARENTS ASSOCIATION

Officers and Chairmen for the year 1947-1948

President, Mr. Edward R. Adams.....200 Woodley Road, Winnetka 398
First Vice-President, Mr. Holden K. Farrar....1206 Tower Road, Winnetka 3563
Second Vice-President, Mr. Calvin F. Selfridge..1133 Pine Street, Winnetka 495
Secretary, Mrs. Dwight Dean.....599 Lincoln Avenue, Glencoe 812
Treasurer, Mrs. Edward Gammie.....821 Prospect Avenue, Winnetka 4406

Executive Committee (at large)

Mrs. John E. Blunt, III.....33 Locust Road, Winnetka 2969
Mr. Chesser M. Campbell.....1212 Westmoor Road, Winnetka 2033
Mrs. E. Bartholomay Chapin.....511 Cedar Street, Winnetka 4835
Mr. John I. Dennehy.....37 Indian Hill Road, Winnetka 127
Mrs. Thomas L. Fentress.....1274 Tower Road, Winnetka 3112
Mrs. Guy A. Osborn.....1180 Hill Road, Winnetka 224

Committee Chairmen

Art Library Committee, Mrs. W. Edwin Smith..1161 Laurel Ave., Winnetka 1291
Costume Committee, Mrs. Ben A. Harper.....669 Walden Road, Winnetka 3440
Educational Series, Mrs. John A. Muldoon, Jr...787 Sunset Road, Winnetka 4139
Faculty Teas Committee, Mrs. Kingsley B. Colton.211 Church Rd., Winnetka 3316
House Committee, Mrs. J. R. Hattstaedt.....147 Birch Street, Winnetka 3254
Library Committee, Mrs. Samuel A. Wallace....1904 Lincoln, Ev., Greenleaf 7811
Lunch Committee, Mrs. James L. Allen.....596 Oak Street, Winnetka 1822
Notes Committee, Mrs. John F. Manierre.....606 Maple Avenue, Winnetka 1770
Mrs. Harold H. Egan.....727 Hill Road, Winnetka 3663
Office Committee, Mrs. Norman W. Harris...594 Spruce Street, Winnetka 1653
Publicity Committee, Mrs. John K. Notz.....90 Locust Road, Winnetka 1153
Steering Committee, Mrs. Donald Jones.....535 Ash Street, Winnetka 374

Grade Chairmen

Senior Kindergarten, Mrs. William H. Lang.....Hibbard Road, Winnetka 2276
First Grade, Mrs. Will C. Grant.....165 Thorntree Lane, Winnetka 1116
Second Grade, Mrs. George R. Cain.....1200 Hill Road, Winnetka 3318
Third Grade, Mrs. Carleton Blunt.....30 Indian Hill Road, Winnetka 2248
Fourth Grade, Mrs. Rudy L. Ruggles.....56 Woodley Road, Winnetka 4156
Fifth Grade, Mr. George R. Cain.....1200 Hill Road, Winnetka 3318
Mr. James L. Garard.....50 Woodley Road, Winnetka 713
Sixth Grade, Mr. Philip T. Atwood.....421 Sheridan Road, Kenilworth 4566
Seventh Grade, Mrs. Charles M. Hines.....130 Green Bay Road, Glencoe 889
Eighth Grade, Mrs. Thomas C. Clark.....598 Lincoln Avenue, Winnetka 2355
Ninth Grade, Mrs. Richard N. Jones.....535 Sheridan Road, Winnetka 3075
Tenth Grade, Mrs. Charles F. Elmes.....1301 Forest Glen Drive, Winnetka 3167
Eleventh Grade, Mrs. Samuel H. Bingham..612 Sheridan Rd., Highland Park 90
Twelfth Grade, Mrs. Edwin S. Ford.....747 Rosewood Avenue, Winnetka 562

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X November, 1947 Number 2

ATHLETICS AND EDUCATION

True physical education consists in presenting the right conditions for vigorous physical growth, just as true academic education consists in presenting the student with the best conditions to induce sound academic growth. Sound and vigorous physical growth, however, includes and depends upon sound and healthy moral and emotional growth as well. This is not always remembered by modern schools. Particularly it has not been remembered by our American schools, for they have become so dazzled by the possibilities which successful athletic teams offer for favorable publicity and popularity among the students and parents, that many schools have adopted decidely unethical methods to secure and train winning teams — and with astonishingly little objection or questioning from their patrons and friends.

That sort of policy has nothing in common with true education. It exploits the athlete, emphasizes all that is most evil in competition, and undermines the students' sense of ethical standards and honor. The unthinking enthusiasm and zeal which parents and alumni of such schools display, not only in endorsing such a policy, but also in actually demanding it, is a sad commentary on the condition of our present day social integrity. Its success in attracting pupils to schools and colleges which offer little except winning teams, indicates the extent to which many families have relinquished to their children the right to select the schools to which they shall be sent.

Today, we even see the majority of schools and parents heedlessly continuing to exploit the young athletes for purposes certainly not designed to contribute to either healthy physical or moral growth, witness night football games for primary school children, to delight unthinking parents who surely know that the players are too young to understand so complex a game or to survive the emotional strain of the undue notoriety attending it, and who ought to be in bed at that hour anyway. But in spite of these great temptations, there are many schools that stand resolutely and inexorably against them. They know that *under the right conditions* athletics becomes one of the most powerful forces for sound social, moral and ethical growth that can be found. But the conditions must be kept right, and that is not easy, especially if the parents are not aware of the dangers involved.

What are some of these right conditions? Perhaps the first is that the natural athlete must not be exploited. This means that his weaker or less agile classmates should not be ignored but should be given as great, if not greater, opportunity to develop their physical wellbeing as he. In other words, athletics is not just for the athlete, but for all. In the second place, competition for the sake of competition should not be over-emphasized. Sports for fun as well as sports to win should be a frequent experience for every boy and girl. In addition to this, every boy and girl should have the socially enlightening experience of playing on a team with his fellows and learning to subordinate self to the needs of the group. Moreover, the direction of the physical education program should not be left to "coaches" who are often merely former athletes and know little of the intricate physical growth patterns of children, and less of the delicate emotional changes they are passing through. The direction should be placed only in the hands of full-time and completely trained graduates of colleges of physical education. Anything less than this is decidedly dangerous.

At our school we believe so fully in the benefits of this sort of athletic education that not only do we try to meet all of the conditions mentioned above to their fullest extent, but we *require* every pupil to participate in the program every day. Rather than trust the children's health to a school nurse who, no matter how fully trained, cannot make medical decisions at a school any more than she is permitted to do so in a hospital, we ask our school doctor to be in attendance every day and check all cases which might need a special program of lighter exercise for medical reasons. In addition to this, our physician examines each morning the throats, eyes and throat glands of each child in the lower school for indications of colds or other communicable diseases.

All the pupils of the upper school are divided into teams according to weight, age and ability, so that everyone takes part in team play. These teams participate in games with other schools, but no emphasis is placed on winning sectional or other championships. We withdrew from a league of Chicago private schools when we found the interest there was swinging too far in that direction. The varsity teams have a full program each season, but we try not to over-emphasize the importance of those players by focussing comment as much as possible on team play and group achievement, and not on individual prowess.

In all of this, the parents are of the greatest importance. They can make or break the program by their attitude toward it and the degree of their collaboration with it. In the past they have shown themselves to be understanding, sympathetic and wise. For all of this the school, and particularly the four Physical Education Directors and the Headmaster, are deeply grateful. Such helpful interest and support seem to be a part of the North Shore parent-teacher tradition. I am confident that this year it will be strengthened and extended even further.

PERRY DUNLAP SMITH

ATHLETICS

The trend of athletics in many schools has been to put out a varsity team, and the large percentage of the student body gets its execise by sitting in the stands and cheering for the varsity. This is not the way our athletic program is conducted. Our object is to have every pupil participate unless excused by either the school or family physican.

The fall program is in operation at the present time, and I will try to give a description of what goes on each afternoon with the boys.

After the physical and medical examinations have been given, the boys are organized into football teams according to weight and ability. This fall we have the following teams and coaches:

Lights — Mr. Steel
Heavies — Mr. Browne
Freshmen, Sophomore — Mr. Howe, with Mr. McCarty supervising and assisting all three squads.
Varsity — Mr. Anderson

At the beginning of the season emphasis is placed on physical condition, fundamentals, and organization of teams for the outside games. As we have only one field you can readily see that with almost one hundred boys out for football, there is very little space that is not used. The different teams play their games on the same field, but this does not mean that we stop practice when we have a game. We find a corner and continue practice and there is no grumbling about the varsity being "gypped". We all realize that our space is limited, and do our best with what we have.

As stated before, the object of the program is participation by all the students. The members of the varsity squad realize that the younger boys enjoy playing games, and willingly give up the field even though it interferes with their own practice.

Through the cooperation of all the teams and the boys and coaches working with each other, we feel that the program for which we are striving is being maintained.

—Jack Anderson

VARSITY FOOTBALL SCHEDULE

November 1 — N. S. vs. St. Louis Country Day School.....Home 2 p.m.
November 8 — N. S. vs. Principia (St. Louis).....Home 2 p.m.

Please note that the remaining football games are scheduled for 2 p.m. here at North Shore. Both of these games are new teams on our schedule and we would like to have a good turnout for the games.

—Jack Anderson

GIRLS' HOCKEY SCHEDULE

November 5 — N. S. vs. Ferry Hall.....Away 3:30 p.m.
November 7 — N. S. vs. Chicago Latin School (4 games).....Home 2 p.m.

The second Educational Series lecture will be on Monday, November 17, at 11 a.m. Count Byron de Prorok will give an illustrated talk on Switzerland.

PARENTS ASSOCIATION

The Annual Fall Meeting will be held on Monday evening, November 3, at 8 o'clock. Mr. Smith and Mr. Dammann will discuss "Parents at the Crossroads, — Control or Chaos." Every parent is urged to attend.

The organization of the Athletic Committee is complete with the following members: James Garard, Richard Simmons, John T. Pirie II, Comer Plummer, and John I. Dennehy, Chairman.

The Grade Representatives on the Costume Committee are as follows: 7th Grade, Mrs. M. S. Carstens, Glencoe 130; 8th Grade, Mrs. Charles Price, Glencoe 149; 9th Grade, Mrs. Locke Murray, Wilmette 2121; 10th Grade, Mrs. H. W. Kochs, Kenilworth 5603; 11th Grade, Mrs. Ernst Benkert, Winnetka 1235; 12th Grade, Mrs. John McGregor, Winnetka 1186.

Any information concerning costumes should be referred to Mrs. Holland or one of the above committee. Mrs. Ben Harper, Chairman.

Eighth Grade Officers for the year are Mrs. Thomas Clark, Chairman, and Mrs. John Doolittle, Secretary and Treasurer. Mrs. George Getz, Jr. will have charge of refreshments.

Third Grade parents met on Tuesday evening, October 14, at the home of the Chairman, Mr. and Mrs. Carleton Blunt. Miss Harshaw discussed the work planned for the Third Grade this year.

New Parents in the School were invited to attend a special meeting on Monday evening, October 20. The purpose of the meeting was to acquaint the new parents with the aims of the School and the function of the Parents Association, and to make them feel at home.

DOCTOR'S APPOINTMENTS

The School would like to remind parents and students that doctor's appointments for high school girls should, if possible, be made for Friday afternoons, so as not to interfere too much with classes and sports. Realizing how difficult it sometimes is to make appointments, we have set aside this one afternoon for engagements which would otherwise be difficult to work into the school week.

Special Notice to Parents of Children from the Ages of One to Ten

On Friday, November 21 at 8 o'clock, Dr. Arnold Gesell will give a lecture in the Skokie School Auditorium under the auspices of the Winnetka Nursery School. Dr. Gesell, who is director of the Clinic of Child Development at Yale University, is nationally known as one of the foremost authorities on child development. His topic will be "The First Ten Years of Life", an illustrated lecture which deals with the physical, mental and emotional growth of the child during this period. Tickets are $1.00 plus federal tax, and may be obtained at our School Office, and at the Chestnut Court Book Shop.

Do You Know of an Apartment?

Miss Helena Lennards of the Upper School Latin Department, and her mother, are in desperate need of an apartment anywhere on the North Shore.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X December, 1947 Number 3

CHRISTMAS - - 1947

Again we are faced with the unhappy fact that we in America must celebrate our Christmas almost alone; in all the world there is scarcely a country that is free from great privation and hardship. Although we cannot be altogether blamed for finding ourselves in this condition, we must realize that when one is cold and hungry, it is hard to look through the windows of a wealthy man's house and see his family luxuriating in warmth and comfort around a table over-stocked with food and sweetmeats, and not hold some feeling of resentment. This is the situation of people in most European lands today when they read in the papers of our social activities and see pictures in the movies and illustrated magazines.

Perhaps there is also some danger of creating an unfortunate feeling among our children at home if they know, as surely most of them do, of the suffering and hunger abroad while they see us planning Christmas celebrations on an overly lavish scale, as sometimes regrettably happens. What attitude is being engendered in the minds and hearts of our young people during the holidays, even if they merely attend such parties given by others? I feel it is extremely important to question ourselves on this point. I do not mean that we should not celebrate Christmas. Nothing could be farther from my mind, for surely this old world needs more of the Christmas spirit today than it ever did. But is not the true Christmas Spirit centered around giving and sharing with others, especially with those who are less fortunate than we?

Perhaps as an aftermath of war we have unconsciously allowed the emphasis to shift in our own case from sharing with those who need it most, to lavishing gifts on our own children and countrymen, who need it less than any other nation on earth today. Is there not a dire danger in allowing ourselves to form a habit of shifting responsibilities from our own to other shoulders, in letting ourselves forget that we have a personal responsibility of our own for the happiness of mankind? Is not the spirit of Christmas giving, especially a personal giving, a touching of hand to hand, and of heart speaking to heart? *These* opportunities should be offered our children, not merely the opportunity to stay out late every night and seek new ways of enjoyment until they become satiated and sophisticated before their time.

Let us have as merry a Christmas as we can in these confusing and critical times. Let us see that our children have plenty of recreation and joy, but let it be true re-creation and not dissipation, which means that it cannot be merely self-indulgence. Will not the Christmas festivities be all the more enjoyable if the children know that they have done what they could to make the winter ahead less terrible for other children in other lands? There are plenty of ways in which this can be done and many well organized agencies ready to help us do it.

Would not, also, the festivities be more enjoyed if the children did not have too many of them, if they were willing to restrict themselves to a limited number of late hours and less expensive entertainments? It might even be that some could give up parties already planned when they find that there are to be others on that same night. Or they could reduce the expense of a party by simplifying it without making it less enjoyable and the money thus saved might be used for European relief. Last year both of these plans were actually put into practice with gratifying results. We had feared that the Christmas holidays would become an orgy. The plans as announced were certainly terrifying. However, so many parents recognized the dangers involved, and the children were so ready to co-operate when the situation was put up to them squarely, that great benefit resulted for all.

This year we are faced with the same problems, but I believe that the parents are more aware of them. Moreover, I know that the children are much more alive to their responsibilities and opportunities to be of use. The European Friendship Exchange at the School is well organized and its ties with European schools have been firmly established. This, of course, is only one avenue which can convey the spirit of Christmas to our hearts and to some at least of our contemporaries abroad. At least we can make some family in a stricken land happier than it otherwise would have been, and by that deed make our own Christmas much happier and more wholesome, too.

PERRY DUNLAP SMITH

EUROPEAN FRIENDSHIP EXCHANGE

The European Friendship Exchange Committee and their faculty advisers, Miss Landau and Mr. Howe, are planning the big party for packing up gifts to send to our friends in Holland and France. It will take place on the evening of December 17th from 7:30 to 10:00. We are anxious to repeat last year's successful party for which we were so deeply indebted to the parents and the faculty of the school, and we shall be so grateful if you will again help us make ready our Christmas gifts to our European friends. We received such enthusiatic thanks from them last year that we are eager to do as much as possible for them this year.

KARLA LANDAU

DECEMBER CALENDAR

Thursday, December 4 — Girl's Hockey Banquet, 6:00 p.m. Lunch room.

Monday, December 8 — Morning Ex., 11 a.m., The North Shore Musicians' Club will sing, and will present Sylvia Samuels, remarkable ten-year-old pianist. Parents are invited.

Thursday, December 11 — Middle School Toy Shop, 7-9 p.m. Particulars elsewhere in this issue of "Notes".

Monday, December 15 — Tableaux, Morning Ex., 11 a.m. Faculty Tea, 3:30 p.m., Arts Library.

Wednesday, December 17 — Christmas Music, Morning Ex., 11 a.m. See below.

Thursday, December 18 — Santa Claus Party, 10:45 a.m., Gymnasium. For entire school, and parents.

Friday, December 19 — Christmas Play, 4 p.m., Auditorium. Particulars elsewhere in "Notes".

CHRISTMAS MUSIC

The plans of the Music Department feature two programs in particular, the Morning Exercise of Christmas Music, and the Christmas Play. The Christmas music exercise, scheduled for Wednesday, December 17th, will include carol singing by the entire school, some solos and ensembles, and choral music by the High School chorus.

The A Cappella singers will present two particularly beautiful songs for girls' voices, "Cradle Song of the Shepherds", a Glatz folk song arranged by Victoria Glaser, and "The Humble Shepherd", a poem by Rhys Williams set to music by Katherine Davis.

The following music, by a mixed choir behind the scenes, will be heard during the Christmas Play:

Angel Voices Ever Singing.....French (arr. Davison)

In Dulci Jubilo.....German (arr. Davison)

Lo, How a Rose.....Praetorius

Cherubim Song.....Tchaikowsky

Dresden Amen

RAMSAY DUFF

GRADE MEETINGS

A well attended and interesting meeting of the Second Grade parents was held on October 27, in the home of the Co-Chairman, Mrs. Otto Madlener. Mrs. Harker gave a detailed talk covering the contemplated program of work, and Miss Adshead also attended the meeting, and made some pertinent observations. Mrs. Robert Brew was elected secretary and treasurer.

Please note that on December 12 all Second Grade parents are invited by the children to have supper with them at the school, and work with them on assembling scrap books for European children. Please plan to attend this meeting.

MRS. GEORGE R. CAIN, *Chairman*

A meeting of the parents of the Fifth Grade was held on October 20, at the home of Co-Chairman James Garard. The meeting was a large one, and the discussion stimulating. Mr. Garard, in his introductory remarks, stressed the responsibility of parents and school for developing our children into fine citizens of tomorrow. Miss Griffin elaborated on this theme, and emphasized the special importance of the fifth grade in forming habits and attitudes for the future.

To promote cooperation between home and school, Miss Griffin invited all parents, particularly the fathers, to spend at least half a day visiting the fifth grade at school. So far, twelve parents have visited.

Every parent is urged to attend the Fifth Grade Christmas Get-Together promptly at 6:00 p.m. on December 9, and also the next grade meeting which is scheduled for Monday evening, January 12.

GEORGE R. CAIN, *Chairman*

The fall meeting of the Junior Class was held on Tuesday, November 18, at the home of Mr. and Mrs. John T. Pirie II. Mr. Smith opened the meeting, and there was general discussion of holiday problems.

MRS. SAMUEL H. BINGHAM, *Chairman*

The Twelfth Grade faculty and parents will meet on Monday evening, December 8, at 8:00 p.m. at the home of Mr. and Mrs. Frank M. Judson, 18 Indian Hill Road, Winnetka. Mr. Smith will speak on "Manners and Morals To-day".

MRS. EDWIN S. FORD, *Chairman*

THE CHRISTMAS PLAY

The Christmas Play this year will be The Dusquesne Christmas Mystery, a play written for the municipal Christmas celebration of Duquesne, a steel-mill town on the Monongahela River. The purpose was to produce a nativity play in accordance with the tradition of the form, but simple enough for everyone in Duquesne to follow, and brief enough for an open-air performance in winter. It has been given once before at North Shore Country Day.

The play will be presented this year on December 19th at four o'clock by the Freshman Class assited by the A Capella choir.

MRS. BROOKS SMITH

MIDDLE SCHOOL TOY SHOP

Middle School Toy Shop will be held in Eliot and Walling Halls on Thursday evening, December 11th between seven and nine o'clock. Plans are under way for the making of gloves, slippers, caps, stockings and some toys for the children of the war-damaged areas of Europe. Recreational materials for American veterans still in hospitals are also being made. These projects are brought to completion on Toy Shop night by the fathers and mothers and pupils of Middle School. Refreshments are served at the conclusion of the evening.

TIMOTHY RHODES

FACULTY TEAS

A Freshman-Senior Faculty Tea for faculty and parents was held on Monday, November 24, in the Arts Library. Hostesses were Mrs. Edwin Ford for the Twelfth Grade, and Mrs. Richard Jones for the Ninth Grade.

Another tea will be held on December 15, at 3:30 p.m.

MRS. KINGSLEY B. COLTON, *Chairman*

LOWER SCHOOL PROJECTS

The lower school children are collecting candle ends from family and friends to melt into wax for candle-making. The melted wax is put into tall cans and heated. The children dip their wicks and make new whole candles. The third grade is deep in the study of Pioneer Life in the Middle West and is going to try to make a candle mold for the making of its candles. Mr. Smith has had a plea from Germany for candles for the German children's traditional Christmas trees. The lower school candles are an answer to this plea.

Each grade is bringing, (a) old Christmas cards; (b) pictures and magazines to cut out and make into scrap books to be sent through the Church World Service to European children. The pictures from magazines, in the case of kindergarteners, first and second grades, are those which appeal to small children, while those selected by the third, fourth and fifth grades will depict various phases of life in America as well as American scenery, country and city scenes, industry, etc. Pictures of food, except in its natural state or where people are working together to produce food, (e.g. mother and child baking bread, gathering fruit, etc.) would seem to be in poor taste when going to undernourished children. The selection of suitable pictures could very well carry over to the home and be discussed by and assembled by the entire family.

GLADYS L. ADSHEAD

The Second Grade has sent nine bundles of Weekly Readers to the Stockport High School in Stockport, England. These Weekly Readers are printed educational material used throughout the Lower School. We had a drive to collect the old or unused copies, feeling that they would supplement the reading and educational matter now available in England. With these Weekly Readers we sent our names and addresses, hoping to encourage correspondence between English children and ours of the same age level. We also collected bits of soap which we re-worked and made into bars and included a package of them with the Readers.

MRS. HARKER

The Fourth Grade is preparing a puppet show based upon the Greek myth of *Phaeton*. It should be ready shortly after the first of December. The pupils are building their own puppet stage, designing the scenery and making the puppets. They have also written the speaking parts. This will conclude a month's study of the sun myths in a larger unit on the solar system.

BROOKS SMITH

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X | January, 1948 | Number 4

PARENTS ARE PEOPLE

I have been greatly astonished (and greatly pleased as well) to discover recently that these comments of mine printed in "Notes" are sometimes actually read by students, as well as by their parents when the monthly issue appears on the home tables. This is surprising to me, for I had thought that such remarks of mine as might appear in print would seem too uninteresting and old fashioned to attract the attention of my students, especially since I usually write about such abstract matters as moral standards or theories of education. If it is indeed true that the girls and boys do occasionally pick up this pamphlet and cast an eye over what has been printed over my signature, I might as well start the new year by writing something addressed directly to them, so here goes: —

During the past few weeks, before Christmas, a very lively interest seemed to be aroused among the students of the High School because their parents were devoting considerable time and thought, and actually holding meetings, to discuss ways and means of working out a more successful and satisfactory method of conducting their relations with their children. There seemed to be some suspicion that these meetings would become "combinations in restraint of trade", as it were, and would restrict the freedom of the students and impair their happiness as well. There was even talk of Parents' Association groups passing rules and regulations which were to be binding on each home.

Nothing could be farther from the truth. Your parents are human beings and differ very little from yourselves in their hopes and desires for you, and for themselves. They have traveled a little farther than you along the road of life, on which we are all fellow travelers. They have been in a few more accidents than you, and are consequently a little more cautious about taking chances, but they don't want to interfere with your freedom or set themselves up as policemen over you, any more than you want to do that for your younger brothers and sisters. You must realize that young people have a way of coming back to their parents and saying, "Why didn't you *make* me do it when I was home?" "It" is invariably something that the young person resisted violently and vehemently at the time, until the parent was worn down.

In the rapidly changing civilization and social order wherein we find ourselves today, don't think for one moment that your parents can be any more sure of what lies ahead than you are. There are no rules of thumb by which to guide our daily actions, although the underlying principles are still the same. We are all like soldiers in a great modern battle; it is so huge and we can see only such a small part of it, that it is impossible to know what it is all about unless we can get together with others and compare reports from the whole front and then return to our own companies with a better idea of how to fit into the over-all plan.

That is the purpose of these group parents' meetings, not to rake you over the coals or expose your short-comings. Every parent is on the defensive about his own child, when he is talking in front of others. They are far more apt to cover your faults at such meetings than to expose them. The spirit of the grade parents' meetings this year has been remarkable. Your parents have been willing to turn out in large numbers, on nights when most of them would much rather have stayed comfortably at home, and on other nights, too, when there were far more entertaining meetings taking place elsewhere. They have talked frankly and forthrightly together in order to try to understand, as far as possible, what is going on in your world today, and in the hope of working out more satisfactory and agreeable solutions for your present problems. Parents are people, just as you are, and are trying to do the best they can under the confusing conditions of today. Moreover, they want all the help they can get from you in working out this enigma of how best to help you to grow up to be a happier and better balanced person than you might otherwise be, — and invariably they hope you will be more successful in this than they were.

Yes, it seems to me that these parents of yours are not only people, but pretty fine people, in many ways that you may possibly not have noticed. There is a New Year ahead and with it a chance to clear the decks for action, with a determination to show your parents that you intend to do your part as a member of the family team, and that will make this year the happiest and most satisfying you, and they, have ever had. More power to you!

PERRY DUNLAP SMITH

SCHOOL NOTICES

LEICESTER HOUSE

In order to complete plans for a rearrangement of Leicester House next year, to increase its capacity from ten to fifteen, it is necessary to have a list of candidates as soon as possible. Because the boarding department is so small a part of the whole school, it is impossible to have any extensive publicity for it, or to conduct an organized search for candidates. We must count on the parents, alumni and friends to speak for the School and the House, whenever they hear of a family outside this community who may be interested in sending their high school boy to board for five or seven days at Country Day School. We ask you to let us know of any families you have in mind, and let us supply you, or them, with information.

MR. AND MRS. DAVID L. HOWE

TRANSPORTATION SERVICE

The Transportation Department endeavors to maintain a safe and efficient service at all times. The safety of your children is foremost in our minds. With the advent of snow and ice, our schedules are sure to slow up at times. We ask your kind indulgence in this matter.

It is most important that your children be ready when the car arrives in the mornings. Several of the drivers are teachers, and they, too, have schedules to maintain. If your child is not ready, the drivers are instructed to go on. In the event your child is ill, and you do not wish the driver to stop, please do not call the school office. The switchboard is not open in time to notify the drivers. We will greatly appreciate your calling the person who transports your child, before 7:30 a.m. The transportation staff includes the following people:

Miss Ida C. Wied.....Winnetka 3697
Miss Julia E. Gilbert.....Winnetka 3697
John S. McCoy.....Winnetka 3082
Jack C. Anderson, Jr.....Winnetka 1929
Donald Piehl.....Winnetka 680
Mrs. Hosmer Campbell.....Winnetka 3530
Lawrence S. Knobel.....Wilmette 4489
Mrs. M. Howard West, Jr.....Glvw. 1212-J
Mrs. Otis C. Ruddick.....Davis 2077
Miss Elsie G. Paterson.....Greenleaf 3726

MISS ELSIE G. PATERSON,
Director of School Transportation Service

AFTERNOON TELEPHONE MESSAGES FOR LOWER SCHOOL CHILDREN

It will assist the office and faculty greatly if parents who wish to leave messages about after-school plans for their children would, when possible, call before 2:15 p.m.. After that hour, the third, fourth and fifth graders are scattered over the campus at play. Also, there is no telephone on the ground floor of Walling, and sometimes the teachers cannot be reached between 2:15 and 3 o'clock.

MISS GLADYS ADSHEAD

PARENTS' MEETINGS

On Tuesday, December 9th, the third grade parents enjoyed having supper with their children and Miss Harshaw and Miss Adshead in the third grade room in Walling Hall. After supper, all worked together making Christmas tree ornaments which were sent to a Chicago hospital.

MRS. CARLETON BLUNT, *Chairman*

The Fourth Grade had a supper meeting in their room on Tuesday, December 16th. The parents assisted in the making of scrapbooks for Europe, and enjoyed an enthusiastic presentation of the puppet play, "Phaeton", which the children had written, based on studies of the sun.

MRS. RUDY L. RUGGLES, *Chairman*

A meeting of the parents and children of the Fifth Grade was held on December 9th in the fifth grade room. Following a buffet supper, everyone worked on scrapbooks for the children of Europe.

On December 16th, the Fifth and Sixth Grades entertained the faculty at tea in the Art Library.

There will be a parents' meeting in the fifth grade room on January 12th, at 8 o'clock. Miss Griffin will give a "progress" report.

George R. Cain
James L. Garard, *Co-Chairmen*

On Monday evening, December 15th, the tenth grade parents met at the home of Mr. and Mrs. William Sinek. There was an interesting discussion of questionaires previously given to parents and children. Mr. Smith's comments were confined principally to the children's answers to some of the questions, which proved in many instances to be quite enlightening. After the meeting, refreshments were served.

MRS. CHARLES ELMES, *Chairman*

The fine co-operation of the faculty and parents with the students made this year's Christmas party unusually successful. The parents played an able part in collecting and packing the food, clothing and other materials to be sent to Europe. The party, intended to take the place of Toy Shop, was even more successful than the similar one held last year. The student committee once again wishes to extend its thanks to the parents and faculty for their unstinting help.

THE COMMITTEE FOR THE EUROPEAN FRIENDSHIP EXCHANGE

Again it is hard to find words with which to express my deep appreciation for the wonderful help given by so many people to our committee in the preparing and packaging of the large amounts of supplies to be sent overseas for the European Friendship Exchange. The children, as usual, worked like the proverbial beavers; the faculty gave with great generosity of their so limited leisure time; and the parents turned out in great numbers to work hard and enthusiastically. The complete co-operation of this large and varied group, combined with the untiring efforts of the Chairman of the Steering Committee to spread the news of the Exchange and our need for help, resulted in a most satisfactory amount of materials being made ready for our European friends. May I again thank most heartily everyone who helped make our project succeed so well.

KARLA LANDAU

THE BOOK FAIR

The Library Committee of the Upper School is sponsoring a Book Fair, to be held in the Music Room of Walling Hall on February 12th and 13th. The Book Bar of Evanston, which specializes in book fairs throughout the country, will put on the fair for us. This will, however, entail the whole-hearted cooperation of the School and parents.

The Upper School Committee expects to work with the representatives of the Middle and Lower Schools, and will be very grateful for volunteers who can help on the given dates. Above all, we ask that you visit our Fair. Suggestions of books you would like to see exhibited will be gladly received, and may be put in Miss Gilbert's mail box in the office, or given to any member of the Library Committee.

Joan Hanser
Lucy Chilgren
Nancy Adams
Diana Gammie
Library Committee

CALENDAR FOR JANUARY

January 9 — Basketball Game, N.S. vs. Elgin Academy — 4 p.m.

January 12 — Faculty Tea, in the Art Library — 3:30 p.m.
Hostesses: Mrs. William Lang, Senior Kindergarten
Mrs. Carleton Blunt, Third Grade

January 16 — Basketball Game, N.S. vs. Lutheran High School of Racine — 4 p.m.

January 19 — Educational Series lecture, Herbert Agar on "England To-Day" 11 a.m.

January 26-29 — Second Term Exams

January 31 — Basketball Game, N.S. vs. Milwaukee Country Day School — 2 p.m.

COMPLETE BASKETBALL SCHEDULE

January 7	N.S. vs. Wheaton Academy	There 4 p.m.
January 9	N.S. vs. Elgin Academy	Here 4 p.m.
January 16	N.S. vs. Lutheran High School, Racine	Here 4 p.m.
January 24	N.S. vs. Lutheran High School, Racine	There 7 p.m.
January 31	N.S. vs. Milwaukee Country Day School	Here 2 p.m.
February 3	N.S. vs. Chicago Latin School	Here 4 p.m.
February 6	N.S. vs. Lake Forest Academy	Here 4 p.m.
February 10	N.S. vs. Francis Parker School	Here 4 p.m.
February 13	N.S. vs. Lake Forest Academy	There 4 p.m.
February 17	N.S. vs. Francis Parker School	There 4 p.m.
February 19	N.S. vs. Wheaton Academy	Here 4 p.m.
February 21	N.S. vs. Detroit University School	Here
February 28	N.S. vs. Milwaukee Country Day School	There 2 p.m.

SCHOOL PLAYS AND PROJECTS

LOWER SCHOOL HAPPENINGS

December was a month of great activity in the Lower School, as elsewhere. Among the greatest pleasures of the season were the Toy Shop parties for the children, parents and faculty. These seemed to be particulary well organized and co-ordinated this year, and everyone had a very good time, first eating together, then working together.

Busy mothers and fathers turned out, almost one hundred per cent, bringing with them delicious and imaginative casserole dishes and salads for the various suppers. These were occasions when new parents had a wonderful opportunity for seeing the parent-child-teacher triangle in operation. The children had planned committees for getting work ready, and setting the tables for supper. Every room was festive with Christmas decorations, pictures, place cards and place mats made by the children.

This year, each grade made scrap-books to be sent to children in Europe, those made by the Fourth and Fifth Grades emphasizing especially life in the United States. The puppet show given by the fourth graders at the end of their Toy Shop was as good an experience behind the scenes as it was out in front. The co-operation of a large number of children, while only a few of their number were taking part "on the stage", was a learning experience well worth observing. The good clean-up job at the end of Toy Shop was a joy, as well as a great help to our hard-pressed maid and janitor in Walling Hall.

Miss Gladys Adshead

MIDDLE SCHOOL MELODRAMA

The Sixth Grade White Section devoured the "Story of Ab", in Social Studies. After thorough mastication and digestion, the pupils came forth with an eight-scene melodrama, based on the book. Included were portayals of the hardships, pitfalls, and dangers encountered by the caveman — not the least of which was a ferocious, saber-toothed tiger. This beast was so fierce that he terrorized every-one in the Auditorium, and almost jumped out of his own skin.

William Steel

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X | February, 1948 | Number 5

ON FACING FACTS

Many parents are becoming alarmed and disturbed over the steadily increasing difficulty of meeting the college entrance requirements. This feeling is not without justification for the standards required by colleges today are far higher and more difficult than ever before. The reasons for this are quite obvious.

In the first place, the war aroused a greater interest in and demand for a college education at an institution of real academic worth than had ever been known before. The value of sound academic training had been tremendously increased in the eyes of the public. This brought about a vast expansion in the number of applications for admission to the better colleges.

In the second place, the G. I. Bill of Rights made the possibility of a college education a reality to thousands of young men and women for whom it had been but an idle fancy before. It removed the financial factor which had prevented many from seriously considering so remote a possibility until then, and when they did consider it, they naturally decided to attend the colleges which seemed to offer the highest standards and most thorough training.

These veterans, having been admitted to college, are anxious to obtain the greatest value from it in the least possible time. The diversions and distractions of pre-war college life have little attraction for them. Consequently, their professors are amazed at the high standard of work they cheerfully maintain. At Harvard, for instance, during the current term almost one third of the undergraduates are maintaining records on the honors level, and less than two percent have had to be dropped from the college for any cause. This naturally has had a direct effect upon the admission requirements, and indicates the intensity of the competition which our children now face when they apply for admission to college.

In addition to that, the fields of knowledge are rapidly broadening. In science the advance is, of course, astounding. Text books are obsolete almost before they are off the press. In history also, world shaking events occur so rapidly that it is difficult to find any text book that is up to date. Nevertheless, applicants for college are expected to know and have some understanding of all these things.

This means that parents as well as students must face squarely the fact that college today, especially the colleges of high academic rank, are not for everyone, and that one must weigh carefully the cost in effort, time and sacrifice as well as the scholastic aptitude required before setting one's heart on such colleges. It is not a question of whether the amount of work demanded by the college is too much, or the level of scholastic aptitude too high; it is a matter of existing fact. These *are* the requirements today and our students who choose such colleges must be willing to accept them.

For many, perhaps most of the young people, this will mean giving up a large part of their leisure time and shifting the greater part of their interest and effort from more diverting pursuits. In this we parents must help them in every way we can. The task they are facing is a tremendous one. They will need our encouragement, understanding, and guidance. This will often entail imposing restrictions and regulations for the student's greater good, to prevent his being over tired or dissipating his energies.

One increasingly frequent and, therefore, serious difficulty which arises at this time is the feeling that a student may miss a few classes without badly handicapping himself, especially if the activity which is to be substituted for the class is worthwhile. Even in such cases, however, this may prove to be a loss rather than a gain, especially at this time of year when the classes have hit their stride and are moving ahead rapidly. The unavoidable absences due to pupils' illness impose a heavy burden on the teachers as well as on the class as a whole. It is unwise, therefore, to risk adding further absences which could be avoided. Absences just before or immediately following any vacation are upsetting to the class morale as well as to the absentee's work. At most colleges the rule forbidding such absences is adamant, and with the competition for college entrance as intense as it now is, it seems essential for us to take the same view of the matter. I earnestly request, therefore, that the school authorities who know the child best be consulted and the full consequences of such absence carefully estimated before any avoidable absence is contemplated.

Nor is absence from Lower School classes to be taken lightly. The greatest value of classroom activities in a good primary school is derived from what, in professional terms, is called "socialized activities". These experiences cannot be made up — they are already in the past, and the child has been deprived of them. Adding to the absences caused by the unavoidable illnesses of childhood is putting an unnecessarily heavy strain on the child. It is hoped that parents throughout the whole school will do their utmost to hold avoidable absences to a minimum this year.

PERRY DUNLAP SMITH

CALENDAR FOR FEBRUARY

February 3—Basketball Game, N.S. vs. Chicago Latin School.....4 p.m.
February 6—Basketball Game, N.S. vs. Lake Forest Academy.....4 p.m.
Girls' Basketball, N.S. vs. Francis Parker
February 10—Basketball Game, N.S. vs. Francis Parker.....4 p.m.
February 11—Girls' Basketball, N.S. vs. Ferry Hall.....3 p.m.
Parents' Meeting - European Friendship Exchange
February 12 and 13—Book Fair, Music Room, Walling Hall
February 13—Valentine Morning Ex
Girls' Basketball, N.S. vs. Kemper Hall.....2 p.m.
February 16—Educational Series Lecture, S. I. Hayakawa
"Why We Don't Behave Like Human Beings".....11 a.m.
February 19—Basketball Game, N.S. vs. Wheaton.....4 p.m.
February 19 thru 24—Washington's Birthday Holiday
February 25—School reopens

BOOK FAIR

A Book Fair, sponsored by the Upper School Library Committee, will be held in the Music Room of Walling Hall on February 12 and 13. Representatives of the Middle and Lower Schools have been working with the committee in preparing the list of books which will be exhibited during the two days of the Fair.

The committee, consisting of Joan Hauser, Lucy Chilgren, Nancy Adams and Diana Gammie, urges everyone, children and parents, to come and help make the Fair a success. The Book Box of Evanston, which specializes in book fairs throughout the country, is in charge of the event.

MRS. SAMUEL A. WALLACE, *Chairman Library Committee*

GREAT BOOKS COURSE

A Great Books discussion group is being organized on Monday, January 26, 1948 at 8:00 p.m. in Walling Hall and will continue on each alternate Monday evening thereafter until summer. The leaders of the discussion are Mr. David Howe, an alumnus of the School and a member of The North Shore Country Day School faculty and Mr. Lynn A. Williams, Jr., President of The Great Books Foundation. Mr. Williams is also an alumnus of the School. The person in charge of registration is Mrs. Dwight F. Dean, Glencoe 812, but do not refrain from attending because you have not registered.

In addition to the knowledge gained from a discussion of The Great Books, the group will offer an opportunity for becoming acquaiinted with other Country Day parents, under stimulating circumstances. It's great fun!

PARENTS' ACTIVITIES

STUDY GROUP

A number of parents of younger children have suggested that a parent group be formed for the study of child development. Parents of children in Junior and Senior Kindergarten are cordially invited to join this group.

The meetings will begin on the first Tuesday in March, and will be held on the first and third Tuesdays in March and May, and the second and fourth Tuesdays in April, in Walling Hall. The room will be decided upon later.

Will those interested in joining this group telephone Mrs. William H. Lang, Winnetka 2276, in order that she may be able to ascertain the time which will be acceptable to the majority?

LOWER SCHOOL COMMITTEE FOR AID TO EUROPE

Twelve members of this committee found much to do on the first day of their organized work. They can, however, handle more in the way of clothing, food, and soap than has been sent in thus far. We will greatly appreciate the co-operation of all parents in contributing whatever they can, with as much regularity as possible.

COSTUME COMMITTEE

The Costume Room is a scene of great activity, for members of the Costume Committee are busy checking over the costumes for the spring production of the "Mikado". A chairman has been appointed for each sub-committee, and any mother who would like to help is asked to get in touch with one of the following people:

Mrs. Richard Simmons, Chairman for boys' leads.....Winnetka 4480
Mrs. Locke Murray, Chairman for girls' leads.....Wilmette 2121
Mrs. John Pirie, Chairman for boys' chorus.....Winnetka 606
Mrs. Rufus Jeffris, Chairman for girls' chorus.....Winnetka 2877
Mrs. Ewell Strong, Chairman of pressing.....Davis 1854

MRS. BEN HARPER, *Chairman Costume Committee*

TWELFTH GRADE MEETING

The meeting of Twelfth Grade parents scheduled for January 26 has been postponed because of the Great Books discussion being held on that evening. You will be advised later of the time and place of the next Twelfth Grade meeting, and please come prepared with more ideas for our "Senior Stunts".

FLORENCE MOORE WYNNE, *Secretary*

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X March, 1948 Number 6

COMMENTS ON THE TEACHING OF HISTORY

The teaching of history presents problems of method and problems of purposes which must be so solved as to make possible both immediate and long-range successes for the student. For this school, entrance to and initial success in college are fair measures of the history teaching, and our standards must be set with this in mind. If, however, we were to stop here in defining our purpose, we should be badly remiss in our obligation to students to do all that we can to prepare them to live creative and responsible lives in a world which we cannot now describe accurately.

It is an encouraging fact of our times that the College Entrance Examination Board has given up attempts to find weaknesses in candidates and now directs its attention to the discovery of their strength. Quoting from their booklet describing the current examinations may help to make this clear: "These tests are designed to measure not only your factual knowledge but also your understanding of the interrelationships among facts which you know and your ability to make use of your knowledge in new situations." Quoting again: "The candidate's score on this test depends largely on his functional vocabulary, his ability to reason logically and his ability to combine ideas and to draw correct inferences." And quoting once more: "Throughout this test, as in all the Board's tests, emphasis will be placed on the interpretation of facts." Examinations designed to test in this way reward the results of careful scholarship, and discriminate against the cramming school and the individual who works for a mark or grade rather than understanding.

To meet successfully the problem of college enrance, then, we must teach in a manner which results in the greatest possible degree of understanding; and to succeed in this is to succeed in a large measure in our responsibility to prepare students to live constructively. The liberal tradition as a method of thought is the practice of careful analysis of a problem followed by a search for pertinent information and the synthesis of this data into a statement. It is a tradition basic to our country, deeply rooted in Christian humility, and fundamental to progress in a democratic society. No conscientious history teacher can avoid the examination of dogma and doctrine, nor can he fail to discover in history that the adoption of any single doctrine endangers understanding. We have seen too much of grief born of doctrine as the recent dogmas have struggled for power through the agency

of the Japanese Samurai, the German Prussian, the Russian proletariat and the Oriental fanatics. In each of these cases a group of people with energy and power has adopted a position which blinds them to other persuasions — a position of utter bigotry. The School has long put its trust and reliance in Christianity and in its intellectual counterpart, the liberal democratic tradition.

Nor is it possible for the historian, in his care to avoid a blinding indoctrination, to indulge in the questionable luxury of confusion. There is a world of difference between the open mind of Casper Milquetoast and the liberal thought of a Jefferson or a Lincoln. If there is any lesson in history, it must include the observation that this world is not set in a pattern of perfection, and that the future belongs to those who face it with an understanding courage.

In addition to teaching a method of analysis, research, and synthesis, the history teacher must also struggle with the realm of conjecture. Many of the most important decisions in our society are, and often must be, made without benefit of certain knowledge, and yet these same decisions may determine the shape of events to come. Statesmen faced with the devaluation of the French franc will know some of the effects of this fact, but guess about many more. How Russia would respond to the creation of a western bloc cannot be exactly known, but it is something which the western world must think about. If students are to learn to think creatively about social situations, they will, then, be taught by a method which permits the use of conjecture. To this end the history faculty has been working to build a list of these historical generalities which may in social situations act in a manner comparable to the hypothesis in pure science. We have compiled a list of these concepts which are being used to some degree in the classes from the Sixth Grade through High School.

These concepts are, in the main, relationships and as such may be permanent. For example, the relationship of power to government is as basic to 1950 as it was to the Greek city state; or, for another example, the exploitation of natural resources to create wealth is a relationship unlimited by time or place. Or, again, the fundamental law of motion, i.e., a system tends to change itself so as to minimize an external disturbance, is, apparently, an immutable relationship. As a final example of these historical generalities, security from violent change or aggression is a basic desire of states and individuals. Thus we are engaged in an experiment attempting to find some permanence, some truth in history which may be valuable to pass on to students.

It seems now that a careful teaching of these concepts will end in providing students with the hypotheses they need in attacking further study. And we believe that they will serve as valid channels through which one may enter the realm of social conjecture. Certainly they will be broader than any particular doctrine, clearly they are grounded in careful analysis. And we believe they will serve as guide posts which will preclude that state of intellectual suspense which denies an active and responsible life.

NATHANIEL S. FRENCH

CALENDAR FOR MARCH

March 4 — Radio Broadcast. (Particulars elsewhere, this issue)) ..... 4:45 p.m.
March 6 — Ninth Grade Dance, Girls' Gymnasium ..... 8 p.m.
March 8 — Great Books, Walling Hall, begins promptly ..... 8 p.m.
March 15 — Educational Series, Auditorium,
Langston Hughes, "Poems of Negro Life" ..... 11 a.m.
March 17 — Opera Dress Rehearsal ..... 2 p.m.
March 18 — Opera Matinee (See "1948 Opera", this issue) ..... 2:30 p.m.
March 19 — Opera ..... 8:15 p.m.
March 20 — Opera ..... 8:15 p.m.
March 22 — Faculty Tea, Art Library,
Hostesses: Mrs. Thomas Clark, Eighth Grade
Mrs. Samuel Bingham, Eleventh Grade ..... 3:30 p.m.
Great Books, Walling Hall, begins promptly ..... 8 p.m.
March 23, 24, 25 — Third Term Examinations, Seniors
March 30, 31 — Third Term Examinations, Freshmen, Sophomores, Juniors

1948 OPERA

"The Mikado", by Gilbert and Sullivan, will be presented in the School Auditorium on Thursday afternoon, March 18, and Friday and Saturday evenings, March 19 and 20.

Reserved seat tickets for the evening performances, ($1.20 including tax), will be on sale at School during lunch hour, beginning March 12. If ordering tickets by mail, please enclose check and return envelope, and address Mr. J. C. Anderson at the School office.

To Lower and Middle School Parents

The Thursday matinee is a full performance of the opera, not a rehearsal, and is primarily for the benefit of the Lower and Middle School students. Our experience has been that unsupervised groups of younger students are a disturbing element at the evening performances. Boys and girls of the Middle and Lower Schools should come to the evening performances only when accompanied by adults, and parents are requested to send a note with the student if tickets are to be purchased at School.

Ramsay Duff

NORTH SHORE BROADCASTS

The School has agreed to put on a series of four radio broadcasts over station WEAW, the FM station in Evanston. The first of these broadcasts will be presented at 4:45 p.m. on March 4. Subsequent broadcasts will be given at the same hour on April 1, April 30, and May 27.

A student committee from the High School is writing the script for the inital program, which will be student-directed and student-acted.

The first broadcast will be in the nature of a general introduction to the School. The Fifth Grade will describe the Time Chart it is making in class. The Middle School has several stories to tell: publicity for their store, drama club, and science experiments. The High School section of the program will be devoted to various class projects and some discussion of "The Mikado".

These programs will be a new experience for the students participating, and we shall be eager for support, comments, and suggestions from the parents and friends of the School who hear the broadcasts.

John C. Marsh

ATTENTION ELEVENTH GRADE PARENTS AND TEACHERS

There will be a meeting of the Eleventh Grade Parents and Teachers at the home of Dr. and Mrs. Emil Hause, 640 Hill Road, Winnetka, on March 9, at 8 p.m. Mr. Smith, Mr. French, and Mrs. Wilcox will speak on "Colleges".

PLEA FOR NATIONAL GEOGRAPHIC MAGAZINES

The Lower School Library seeks certain copies of the National Geographic magazine to complete its files. For information regarding the copies needed, which fall between the years 1926 and 1946, call Mrs. Milton Carstens, Glencoe 130.

MIDDLE SCHOOL STORE

The Purple Section of the Seventh Grade has opened a store in Eliot Hall to provide candies and Cocoa-Cola for mid-afternoon refreshment. It is proving to be a worthwhile and successful venture.

GORDON M. BROWNE, JR.

LOWER SCHOOL

As a Valentine morning ex., on February 13th., the Third Grade gave the First Grade a "party" on the stage, before a responsive audience.

Lower School children took joy in the recent Book Fair, which was sponsored by the girls of the Eleventh Grade.

Children and parents of the Lower School are doing fine work in bringing, packing, and sending worn clothing to families and schools in Europe. The members of the Parent Committee for the Aid to Europe are efficient and faithful. The room in which they work on Tuesday and Wednesday mornings is a scene of great industry. Other mothers are cordially invited to join those already working.

The Fifth Grade, deep in the story of the earth and the development of life through the ages, has visited the Field Museum and returned with new ideas and fresh enthusiasm. It is worth one's time to visit the Fifth Grade room and see the evidences of this very active interest.

A number of new children have been welcomed into the various Lower School grades for the second semester.

GLADYS L. ADSHEAD

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X APRIL, 1948 Number 7

IT CAN HAPPEN HERE

The School has just passed through a dangerous and difficult experience. It was a frightening bit of evidence of what Sinclair Lewis feared "could happen here" when he wrote his well known book. As many of the parents of the School were able to know of it only through the highly emotional and distorted articles which appeared in the public press, I feel that they are entitled to an accurate account of what really happened and what seemed to be back of this sudden outburst.

In the first place, let me thank most earnestly and gratefully all those friends of the School who, although they knew only the story as it was printed, yet had faith enough in the School to realize that newspaper accounts are often inaccurate and that we could not be either as gullible or as unintelligent and disloyal as we had been painted. It was most comforting and heartening to receive the scores of encouraging and friendly letters that have come in from those who know the School and commended its action, while only two seemed to have been caught in the hue and cry and joined the pack at our heels. There were many hysterical letters, of course, from those who did not know us (several were anonymous), threatening dire consequences to us on only the evidence of what they saw in the papers.

One of the most interesting aspects of the whole experience was that never was Langston Hughes specifically called either a Communist or an atheist; in fact, the reporter who wrote the principle stories started out his interview by stating to me that he wanted it clearly understood that his paper had looked up Mr. Hughes's record carefully and definitely decided that he was *not* a Communist, and that, although his name had been brought up before the un-American Activities Committee in Washington, the Committee had never called him to testify before them.

What, then were the facts of the case? They are as follows: - When the list of lecturers for the Educational Series was under consideration last spring, we decided to try to get an American poet to share his poems with our children. Carl Sandburg and Robert Frost were both considered but proved to be unavailable, so the suggestion was made that we invite Langston Hughes, who had been lecturing with unusual success for ten years and who was especially good with little children,

telling them stories of Negro family life as well as reading his poems. He had been enthusiastically received by schools like ours in the Chicago area and across the country, and by neighboring suburban high schools. There was no evidence of any subversive influence; the poems he had written and published were certainly not subversive, and the group of poems he had published called Feet O' Jesus were most reverent. His statement of his ideals for American Democracy as printed in Edwin Embree's book, 13 *Against the Odds,* was eloquent and uplifting in its faith and hope for the American Democratic tradition. He had won a Guggenheim and several other national awards. There seemed to be no reason to question his desirability as a lecturer on our program and as the date we had open came shortly after Brotherhood Week, it seemed singularly appropriate to schedule him at that time.

If we had investigated Langston Hughes more fully at the time of engaging him to lecture, it would have been hard to find any evidence of a dangerous leftist sympathy, except for a reference to him in the record of the un-American Activities Committee in Washington, where his name had been brought up several years ago, together with many others (including President William Allan Neilson of Smith College and Professor Reinhold Niebuhr). Since that committee, after hearing the accusation, had not called him before them, this did not seem to be condemning information.

Where then did the poem, which seemed shocking and extreme to us all when we read it in the Tribune, come from? It does not appear in any published collection of Hughes' poems; in fact, it is hard to find in print. It was written while he was still in college, and he himself declares, in an article published this January in the Negro Digest, that he considers it a failure. He had intended it as irony, — an attempt to shock us out of a smugness which allows us to claim to love our neighbors but finds us unwilling to put this principle into practice. Be that as it may, these stanzas, taken out of their context, were violent in the impression created. By printing these lines, and by implying that they were characteristic of the poems which Langston Hughes would read, at the School, the papers destroyed any possible benefit which might have been derived from his visit. Hence the Board of Directors wisely decided to withdraw the lecture.

To my mind, however, the really significant element in the incident was the readiness with which our cherished principles of political and academic freedom may be lost sight of. We are faced by complex and threatening potentialities in the international situation today. It is easy for each of us to translate our anxiety and bewilderment into panic, to suppress on slight provocation the very freedoms we are all so eager to defend and preserve, and to indulge ourselves in witch-hunting and hysteria.

Such unreasoning fears have been effectively utilized by Soviet leaders in paving the way for the establishment of police states. It is a pattern followed by

fascists and communists alike, by Hitler in Germany, by Tito in Jugoslavia, by Franco in Spain and by Gottwald in Czecholovakia. The voice of freedom is first silenced by creating hysterical fear and intolerance, then the subversive group casts suspicion on the independent thinkers, — the artists, the poets, the scientists, and the school teachers; and, finally, the false leaders induce their countrymen to actions which strip them of a free press, free speech, academic freedom and the right to freedom of conscience. We in America must not be lured into playing their game.

In times like these we must guard our country against *both* Communism and Fascism, the extreme left *and* the extreme right, both of which lead to dictatorships. It would be poor economy, indeed, to save the country from one at the expense of forcing it into the hands of the other. At such a time, too, the importance of independent schools in a democracy seems greater than ever, and we in these schools must be sure to live up to our trust. I believe that our Board of Directors did so when they considered as carefully and calmly and fairly as anyone could under the circumstances the best decision to make in the face of such intense and confused pressure. Their public statement reprinted below clearly defines our position. We intend to hew strictly to that line in defense of principles of our Constitution and particularly that part known as the Bill of Rights.

PERRY DUNLAP SMITH

The Statement Issued By the Board of Directors on March 2, 1948

> The Board of Directors of North Shore Country Day School has announced that the engagement by the School of Langston Hughes to give a reading of his poetry at the School in furtherance of Brotherhood Week has been regretfully cancelled. The School is opposed in principle to any theory that alleged political views of an individual should be the occasion for suppression of his usefulness as an artist and considers it detrimental to the cause of education that recent public expressions have produced an atmosphere destructive of the benefits to the children of the proposed reading. Particularly does this seem unfortunate in view of the recent successful recitations by Mr. Hughes at other schools in the Chicago area.

ART LIBRARY

The Art Library Committee takes pleasure in announcing that an exhibition of paintings by Miss Margaret Fisher of Winnetka will open in the foyer of the Auditorium on April 12th.

MRS. W. EDWIN SMITH, *Chairman*

LOWER SCHOOL

Letters have been received from Denmark and England, saying that parcels sent by the children and parents here have been received and are very gratefully appreciated. Letters have also come from the persons contacted in Italy and Germany, saying they will arrange for correspondence with our children when the parcels arrive.

The fourth grade letters to children in an English School made front page news in the evening paper of a large city. The Manchester Evening News published a picture of the girls at the school reading a letter from our children. The importance of understanding contacts between the two countries is evident. (The paper shortage reduces British newspapers to four sheets, yet news of our school letter was given the center of the front page).

From Holland we have had a letter from J. T. Greefhorst, head of the school to which we sent food and clothing, which is of such interest that we are printing it in its entirety.

Mrs. Lewis Taylor brought in some garments which the Friends had taken off children who received clothing from this country. They were neatly patched rags, bearing no resemblance to the article of clothing they had once been. The three garments on exhibition had been taken from three different children, and were the only covering they possessed.

The Lower School Committee for Aid to Europe will gratefully receive clothing and suitable food to send throughout the year. Cleaned, repaired clothing will greatly lighten their work but send it anyway.

MISS GLADYS ADSHEAD

LETTER FROM HUISSEN

February 29th, 1948

Dear Colleague,

Probably you will think that I am very ungrateful, never giving you a sign of life for the wonderful gifts you, your colleagues, and the children have sent us. The principle reason of this delay was, that I had a nervous break-down which lasted rather long, after getting back to our town when the war was over and finding the terrible choas they had left behind.

If I only tell you, that two and one half years after the war is over we are still teaching the children in old workmen's barracks, you probably can imagine how badly our little town was hit.

All your sendings were a God-send and really your people did the most wonderful job in the world, everything looked so nice and clean and even ironed! The wonderful coats, topcoats and suits were accepted by the population with the greatest joy and thankfulness.

I cannot go to Church, to School or walk in the streets or I meet boys, girls and their parents wearing all the clothing which you collected for us to help us out, also all the underwear was very welcome.

Every day I see boys and girls wearing the shoes your pupils have sent them. Every time when a sending arrived, (and I received seven of them) I went through the list of the School to check the most urgent ones, not only the pupils but their families as well.

Many times they asked me, "Tell me, Sir, is that all for me alone?" The toys, dolls, dominos etc. were welcome for the Infant School, and the children play with them every day. At the present now we are having such cold weather, I see my pupils with your socks, snowboots and galoshes. I have the idea that your School is for a better class children, as for mine is only for the working class people who are working in the stone factories along the Rhine.

I shall finish this letter now, but first I want to apologize for the time it took me to send you my answer and thanks. Will you please accept many thanks, not only you but also your colleagues and your pupils, of the children and their parents of the City of Huissen, for all the trouble you gave yourself to offer a helping hand to those who were so badly stricken through the war.

With many collegial greetings, very sincerely yours,

J. T. GREEFHORST, *Head of the School,*

E 54 a, Huissen, near Arnhem.

TELEVISION AND RADIO NEWS

Six girls in the 6th grade have crashed television. On March 10th the Middle School Dramatics Activities went down to WBKB and appeared on Junior Jamboree which a station representative said was being witnessed by eighty thousand people.

They put on a dramatization of "The Three Little Pigs", after rehearsing under the terrific heat of batteries of lights from 2:00 until 3:45. For most, it was their first experience behind the scenes in television and they were amazed at what a complicated business it is.

The girls who participated were Susie Kransz, Tulie Willis, Judy Atwood, Nancy Dennehy, Barbara Cunningham, and Fluffy Friestedt.

The first of the school's monthly radio shows was a great success..with fan mail. These broadcasts over the Evanston FM station WEAW are written and acted entirely by the students, with music supplied by the A Capella choir.

For the opening program we did a general review of classwork and activities in all three schools. Subsequent programs will follow the same pattern of informal diologue, keeping the same narrator in order to give the series unity. The next show, to be given on April 1st at 4:45 p.m., will consist mostly of music and will feature the A Cappella choir and the Ensemble.

Mr. Marsh
Mr. Steel

BOOK FAIR

The Parents' Committee of the Book Fair wishes to thank the students and faculty for their help in the Book Fair's success.

Mrs. Samuel A. Wallace,
Chairman Library Committee

CALENDAR FOR APRIL

April 1—Radio Broadcast F. M. Station WEAW.....4:45 p.m.
April 3—11 inclusive — Spring Vacation
April 3—College Board Examinations for Seniors at New Trier High School
April 5—Great Books, Walling Hall, begins promptly..... .....8 p.m.
April 19—Faculty Tea, Knollslea Hall.....3:30 p.m.
April 19—Great Books, Walling Hall, begins promptly.....8 p.m.
April 26—Clifton Utley — Educational Series.....11 a.m.
April 29—Radio Broadcast F. M. Station WEAW.....4:45 p.m.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X MAY, 1948 Number 8

"HELP WANTED"

The housing situation for faculty members has become something more than acute. Four members of the present staff have not been able to find quarters for themselves and their families for next year and so they cannot agree to return to the school to continue their teaching here unless they can find a place to live.

I believe that most of the parent body will be anxious to do all in their power to enable these good friends to stay with us next year, for I feel sure that most of you agree that we have been singularly fortunate this year in the quality of our present teaching staff, and that it would be most regrettable for the school to be forced to break it up when it is functioning so wholeheartedly as a unit. Therefore, I want to describe the situation to you in detail.

The specific needs to date are as follows: One veteran, married and with two children under five years of age, will this summer have to vacate the garage apartment which they now occupy. Another veteran with a wife and two-year-old daughter has been living in a trailer all this year because he could find nothing better, but will have to move to larger quarters next fall. A third teacher had been living with her mother in an apartment which the latter had occupied for the past fifteen years, but which was sold out from under them this winter. After hunting everywhere, they finally had to move to a hotel temporarily, although this is too expensive an arrangement to continue long. The fourth family consists of a mother and her ten-year-old daughter who have found temporary quarters in a garage apartment which will not, however, be available to them after this month.

If anyone of you knows of quarters which might be available for any of these members of our school family, it would be of the greatest possible assistance if you would notify the school office. The housing shortage seems to be a most crucial factor for schools today in securing and holding good staff members. I hear from my colleagues everywhere in the country of similar critical situations which they are facing. If the North Shore parents could help our faculty solve this difficulty, they would be contributing very greatly to the welfare of the school and, therefore, of their children.

To find teachers at all in these days of acute shortage is almost impossible, but when we have had the good fortune to gather together a really remarkable staff, who have worked out an unusually fortunate esprit de corps and coordinated techniques, and who are enthusiastic about the school and the community, and are anxious to continue working in them, it seems nothing short of tragic to lose this advantage through lack of something as vital to all of us as a roof over our heads. It seems as though there must be suitable places for these teachers to live reasonably near the school, if only we can find out where they are. If members of our parent group will search widely enough and ask questions everywhere about possible quarters, surely some will turn up.

Possibly some parents who have not realized how desperate the need is might be able to arrange for quarters in a wing or other portion of their own homes, or make some other arrangement whereby the problem might be solved, but which had not previously been considered. Anything that spreads the news of our need may help to bring about its alleviation. To paraphrase Mr. Arch Ward, "the school depends upon its friends".

PERRY DUNLAP SMITH

PARENTS ASSOCIATION SPRING MEETING

The Parents Association of the North Shore Country Day School invites you to attend the Spring Meeting, on Monday evening, May 10th, at 8 o'clock, in the Auditorium. The speaker will be William M. McGovern, Professor of Political Science at Northwestern University, who returned recently from a trip to the Far East. His subject will be "Europe and Asia, To-day and To-morrow".

MAY DAY

May Day will be on May 14th. The Sophomore girls are in charge of the whole May Day program. They are making all the arrangements, such as taking care of the printing of programs, planning of costumes and color schemes, decorations, seating of the grades, et cetera. The Sophomore boys are in charge of the refreshments and clean-up work.

The Fourth Grade will give a Greek play. The Sophomore and the Freshman girls are inviting a group of little colored girls from the Emerson School in Chicago, and the Junior girls will provide special refreshments for those guests.

Our May Queen this year will be Gloria Gebhart. Her two attendants are to be Estelle Blunt and Cynthia Gale. The whole School will honor the May Queen and her attendants by dances on the Green. Those attending are cordially invited to bring sandwiches and remain for a picnic on the Green. Coffee and ice cream will be provided.

KARLA LANDAU

CLASS NOTES

On March 24th, the Fourth Grade packed boxes for its special European Project. Each child brought clothing and food, and helped to pack a box for a needy English family. Fifteen boxes were completed and mailed that day. Mothers are urgently needed every Tuesday and Wednesday morning to finish the regular European work for the year.

MRS. RUDY L. RUGGLES, *Chairman*

The Fifth Grade students are planning a trip to Starved Rock on May 23rd. They will spend that evening at the Starved Rock Lodge, returning home in time for dinner Monday night, May 24th.

GEORGE R. CAIN, JAMES L. GARARD, *Co-Chairmen*

The Eighth Grade Social Studies class, in connection wih its study of crime and juvenile delinquency, took a trip to Chicago on April 20th. They visited the Henry Booth Settlement House in one of the city's most depressed areas surrounding Maxwell Street. After talking with the staff, and watching the play school in action they observed the neighborhood at first hand. It was easy to see why many children from the district were not interested in spending much time at home. Then at the Criminal Court Building a State's Attorney answered all questions about our court system and specific cases.

After lunch, back at Henry Booth House, Mr. Haydon, former assistant superintendant of the state juvenile delinquency agency, gave us the benefit of his many years of experience working with actual people.

The class and Mrs. Mudge, Mrs. Budd, and Mrs. Hull, who helped out by driving, felt that it was a very valuable experience, and returned with an increased awareness of the problem and some things which can be done.

WILLIAM STEEL

As part of the summation of a year's study in Myth and Science, the Fourth Grade is presenting a Greek play at the May Day Morning Ex. They have chosen to do "Iphigeneia in Tauris" by Euripides. It has been adapted for children from the Gilbert Murray translation. The Grade is now hard at work rehearsing, building the scenery, and making the costumes. One group is busy dyeing and sewing the material for the chitons, while another group is molding helmets. Others are building large, primitive images to represent the gods of the Tauri. Most effort, however, is going into rehearsal of the leads and of the chorus, with their rhythmic speaking and accompanying movements.

E. BROOKS SMITH

CAN YOU SUPPLY ANY OF THESE?

Donation of a lounge or club chair which could be rebuilt and slip covered for the Art Library would be greatly appreciated.

MRS. J. R. HATTSTAEDT, *House Chairman*

The Junior and Senior Kindergarten is in need of two tricycles, a doll buggy, medium size solid blocks, and some new, simple wooden puzzles, big packing cases, an express wagon, dolls to dress and undress, and soft but sturdy toys.

Miss Adshead would be delighted to hear from you if you have any of these articles which you could sparre.

RADIO BROADCASTS

On Thursday, April 29th, the students presented the third of our series of radio broadcasts. The program was a dramatization of "Stuart Little", by E. B. White.

The fourth program, and the last for this year, will be presented on Thursday, May 27th, at 4:45 p.m., over WEAW, the FM station in Evanston.

The programs presented so far seem to have been very well received. The children have worked hard in writing and rehearsing them, and they have enjoyed seeing how a radio station is run. It has been a very worth-while experience for all concerned.

JOHN C. MARSH

VARSITY BASEBALL

April 24, Saturday — Milwaukee, 2 games.....Here, 10:30 a.m. - 2 p.m.
April 27, Tuesday — Wheaton Academy.....Here, 4 p.m.
May 1, Saturday — Lake Forest Academy.....There, 10 a.m.
May 5, Wednesday — Lutheran Academy.....Here, 4 p.m.
May 11, Tuesday — Francis Parker.....Here, 4 p.m.
May 15, Saturday — Lutheran Academy.....There, 2:30 p.m.
May 21, Friday — Lake Forest Academy.....Here, 4 p.m.
May 22, Saturday — Milwaukee.....There, 10:30 a.m.
May 25, Tuesday — Chicago Latin School.....There, 4 p.m.

SEVENTH AND EIGHTH GRADE BASEBALL

April 24, Saturday — Lake Forest Winter Club.....There, 10 a.m.
May 1, Saturday — Chicago Latin School.....There, 10 a.m.
May 5, Wednesday — Francis Parker.....There, 4 p.m.
May 15, Saturday — Chicago Latin School.....Here 10 a.m.
May 19, Wednesday — Francis Parker.....Here, 4 p.m.
May 29, Saturday — Lake Forest Winter Club.....Here, 10 a.m.

FRESHMAN-SOPHOMORE BASEBALL

May 14, Friday — Lake Forest Academy.....There, 3 p.m.
May 26, Wednesday — Lake Forest Academy.....Here, 4 p.m.

M. J. McCarty, Athletics

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume X JUNE, 1948 Number 9

KEEPING ALIVE OUR TRADITIONS

As the year draws to a close, one's thoughts naturally turn to the problems of the year ahead. In times like these it is hard to see even a short distance into the future, so that to work out a logical plan is extremely difficult; but as always in times of confusion, one instinctively can turn to the past in the hope of finding there some indication of the ideas or practices which have seemed to be useful and to stand up under the test of reality in actual practice, and which might be counted upon to continue to meet successfully the problems which may come upon us in the future.

In the exceedingly and increasingly difficult and complex problem of bringing up children to live in our world of atomic energy and rapid social change, the family unit still seems to be the basic factor. It even appears to have increased in importance as a steadying element in the midst of the confusion and uncertainty through which we are passing and seem destined to continue to pass for some time to come.

If the family can re-establish itself as a social unit and strengthen the bonds between its members by rebuilding the old feeling of mutual interdependence among its various personalities and a common dependence on that higher power in whom we live and have our being, it would help to provide at least one haven of confidence in the midst of all the doubts and fears that beset us elsewhere. But in order to establish such an atmosphere in the home, the parents must themselves find some sort of peace of mind within themselves so that some of it may be communicated to their children. This is not easy to do, but neither is it impossible. It begins with a frank facing of the fact that such an achievement is vital not only to the happiness but to the very existence of the life of the family. If this be followed by a faith that such an adjustment to the reality of one's self, one's neighbors, and one's God is possible, it would seem that great progress had been made.

In these days of shifting standards and moral confusions, the old-fashioned virtues, the lasting values, that went by homely names such as honor, humility, honesty, reverence, chivalry, valor and even courtesy and civility are very much needed, and can bring some measure of tranquility and concord to an otherwise distributed and distressed child.

But it is very hard for a family to establish and maintain such a code alone. The accepted social pattern of the other children is an almost relentless force with which to contend. In this lies the great advantage of the small and intimately conducted school, for there the parents may learn to know each other well enough to

work out together patterns of behavior with which to combat the disintegrating trends which face us. When enough parents feel strongly enough about such matters and are given the opportunity to meet together to work out some satisfactory standards of conduct which they can all accept, progress in the past has been rapidly achieved.

For this problem is not new. We have been through the same sort of thing before in the history of the school. That was when the Parents Association was formed and many of its practices worked out. At that time we found that the basic unit of our school community was the grade meeting. Here the problems of the children of each age level were discussed and worked out. The homes which, although they had like ideals and standards were nevertheless working in something approaching isolation as far as knowing what was going on in other families was concerned, were now able, first, to discover what actually was current practice in the community, and, second, they could take action to bring about improvements and changes in the situation rather than drift helplessly with the trends of the time. It was definitely stated by competent observers at the time that beneficial social changes were brought about and accepted by the community (both children and adults) as a whole, principally through the influence and work of our Parents Association.

I believe the time has again come for our school to make a similar contribution to the welfare of the community. It will be of the greatest benefit to our own children, of course, in the all-important growing stages they are passing through, but also it will help all other children of the community as well, and may set an example and be of assistance to other communities at some distance. At least such was the case twenty-five years ago.

Of course, the key to the situation in each grade is the grade chairman. If she is quick to see the most essential problems which are facing her grade and has the courage to plan a meeting to study and, if possible, to solve them, great help will be brought to each family in the group in proportion to the wisdom they use in working out their solution. The chairman must not be put off by the natural inertia one meets in groups of this kind. When asked, they almost invariably declare that they "have no problems", or if they have them, they feel they should not be discussed in the group. If, however, the chairman keeps her ear to the ground, she will hear plenty of vital problems being discussed in private, and often with a kind of fatalistic attitude as if, although the matter was greatly to be deplored, there was nothing to be done about it. Fortunately, much *can* be done about it, but the chairman must take the initiative. Such problems as allowances, automobiles, smoking, bedtime hours, help with home work, "going steady", open houses, social standards and similar matters are perennially pertinent in high school and middle school, while questions like discipline, habit training, remedial reading, concentration and the teaching of the three R's, training for honesty and courage and many more are current and vital in rearing younger children. The teachers will be glad to help, and the records of meetings of former classes are available to give an indication of what to expect.

In grades where the parents, under able chairmen, have boldly attacked their problems, holding some four or five discussion meetings per year, experience has proven that problems have been successfully met which other groups have felt were insoluble, and in addition, the academic standing and college records of the

children in such a group have been distinctly higher than in the others. In groups where little was done, disintegration set in early and the grade tended to break up by students going away, so that the morale was greatly lowered.

The meeting of the chairmen of all grade groups which is called by the President of the Parents Association just before the close of school each spring, and at which each chairman reports on the outstanding events and achievements of her group during the year, has proven to be of great value in the past. The discussion of various points which come up in the reports, the advice given by the out-going chairmen to their successors, who with the teachers are urged to attend the meeting, has been stimulating and fruitful in working out plans for the year to come.

At no time have our children needed our help more than now. We too need each other's help in working out these baffling problems we face in such rapidly changing times. The Parents Association offers a wonderful opportunity to work toward the solution of these enigmas if we care to take advantage of it. The grade group meetings seem to be the most vital unit in the success of the organization. The key to the value of the grade meetings has always been an alert and active chairman. May next year's group exceed all former accomplishments.

PERRY DUNLAP SMITH

LOWER SCHOOL NOTES

Mr. Smith and I are happy to announce the following faculty appointments in the Lower School for next fall:

Junior Kindergarten: Mrs. P. V. Kellogg, B. A. Sarah Lawrence College. Mrs. Kellogg has taught in the Mount Vernon Day Nursery; Charter Oak Child Care Center; the Hartford City Schools; and North Shore Country Day School.

Senior Kindergarten: Miss Barbara Rounds, B. A. National College of Education. Miss Rounds has taught at the North Shore Country Day School for four years.

First Grade: Mrs. Harold Kratz, Superior State Teachers College. Mrs. Kratz has taught at North Shore Country Day School for six years.

Second Grade: Miss Kathleen Collingbourne, Birmingham University, England. Miss Collingbourne has taught in England for several years and in the U. S. A.

Third Grade: Mr. Brooks Smith, B. A. Harvard. Mr. Smith has taught at Shady Hill School, Cambridge; and Pembroke Country Day School, Kansas City. He was a Captain in the Army Air Force Intelligence before returning to Shady Hill School. He has taught for two years at North Shore Country Day School.

Fourth Grade: Miss Jean Ewing, B. A. Wheaton College, Massachusetts. Miss Ewing has taught at the Miquon School in Pennsylvania; the City and Country School, New York; the Park School, Baltimore; the Hartford Public Schools; and at the Lake Forest Day School.

Fifth Grade: Miss Lillian Griffen, National College of Education and Columbia Teachers College. She has taught at the North Shore Country Day School for twenty-six years.

Art: Miss Ruth Linnell, B. A. Smith College, M. Ed. Winnetka Graduate Teachers College. She has taught two years at North Shore Country Day School.

Music: Mrs. Leland Reeder, Washington University, St. Louis. Mrs. Reeder has taught in a number of schools and is a composer of educational music.

Shop: Mrs. John Marsh studied at the Chaffer School of the Loomis Institute, and at the School of Handcraft and Occupational Therapy, Boston. She has done field work in the Perkins Institute for the Blind, the Good Samaritan Hospital, and the Cambridge School, and at the North Shore Country Day School.

Parents Spring Meeting: Following our bi-ennial custom, the Lower School classrooms were made especially interesting by exhibits of the childrens' work, and were open to the parents during the reception in Walling Hall, following the general meeting of the Parents Association.

Visits: The First Grade was invited by the first graders of the Harper School, Wilmette, to attend a rythm band concert. Our children made cookies the day before, to take to their hostesses and hosts. An unexpected return visit was made by forty-one first graders and their teacher on May 17. Mrs. Kratz and the children rose to the occasion and took the guests on a tour of the grounds and buildings.

Lower School Farewell to the Seniors and the Fifth Grade: The entire Lower School is planning its farewell "Morning Ex" for the Seniors on June 4, when we give, also, our good wishes to the fifth graders, as they graduate to the Middle School. Owing to lack of space in Walling Music Room, we are regretfully unable to extend an invitation to parents.

GLADYS L. ADSHEAD

FIFTH GRADE FIELD TRIP

As "Notes" goes to press, the Fifth Grade is planning a two day trip to Starved Rock. We are meeting at nine o'clock Sunday morning, May 23, at the School, and then Miss Griffen and four of the parents are driving ninteen members of the class to Starved Rock Lodge. We plan to stay in cabins, each one of which is distinguished by an Indian name. We understand that a special guide will conduct us through the Park and explain its historical and interesting background. Everyone is anticipating a most enjoyable week-end.

DENIS C. CAIN, *Fifth Grade*

LOWER SCHOOL AID TO EUROPE PROGRAM

The Committee of the Lower School Aid to Europe Program wishes to thank all the mothers who have given their time and effort to make this project a success. We are proud to report, to date, that we have mailed 122 boxes, averaging 22 pounds each, to four countries in Europe, to personal addresses where we know the food and clothing have gone to the most neediest families. All of these boxes have been *most gratefully* acknowledged. This total consists of 76 boxes packed by the Committee, 15 boxes packed by the Fourth Grade children, 31 boxes packed by the Fifth Grade children. Our total postage, to date, has amounted to $347.17, voluntarily contributed by children and parents.

We also wish to thank the following merchants for their help:

Zengeler Cleaners of Hubbard Woods, who have done all the cleaning and pressing without any charge.

Hesterman Shoe Repair of Hubbard Woods, for special rates on shoe repairs.

The various merchants of the North Shore who have saved cartons for our use in packing.

ADRIENNE G. METZGER,
Chairman of the Committee for Aid to Europe

CALENDAR FOR JUNE

HIGH SCHOOL

Thursday, June 3, Friday, June 4, Monday, June 7, Tuesday, June 8; Examinations

Saturday, June 5; College Board Exams for Juniors, held at New Trier High School.

Wednesday, June 9, at 1 p.m.; Senior Luncheon. Guests are students, Parents of the Senior Class, Faculty, Alumni, Directors and their wives.

Wednesday, June 9, at 2:30 p.m.; Senior Stunts. Guests are students, Parents, Alumni, Faculty, Directors and their wives.

Wednesday, June 9 at 6 p.m. Ninth Grade picnic at the home of Mr. and Mrs. Charles Moyer on Sunset Ridge Road.

Thursday, June 10, Classes until 10:45, followed by Commencement Rehearsal. No luncheon served at school.

Friday, June 11, at 3 p.m.; Commencement

Friday, June 11, at 6 p.m.; Twelfth Grade Picnic at the Elmes Farm, Route 58, immediately west of entrance to Glenview Club.

Saturday, June 12, from 9 p.m. to 1 a.m. Junior Prom.

MIDDLE SCHOOL

Thursday, June 10, Seventh Grade Picnic, 6 p.m. School Playfield.

Thursday, June 10, Eighth Grade Picnic, hour and location to be announced later. later.

Friday, June 11, at 12 noon, Middle School Closing Luncheon.
(Students not due until 12 o'clock)

LOWER SCHOOL

Wednesday, June 2, at 6:15 p.m. Fourth Grade Picnic, on the Green.

Friday, June 4, at 10:45 a.m. Lower School Closing Exercise. Guests, the Senior Class. Lower School Children will be dismissed at 11:40.
(No lunch at school.)

NOTICE TO PARENTS OF MIDDLE AND HIGH SCHOOL STUDENTS

At the end of each school year, we ask that all athletic equipment be removed from the lockers and taken home. No matter how carefully we inspect, a number of boys and girls will not get their equipment home. We find it in corners and around the grounds after it has been removed from the locker room.

Will you please check with your children, as a great deal of this equipment can be used next year.

JACK C. ANDERSON,
Physical Education Department

THE PARENTS ASSOCIATION

Officers for the year 1948 - 1949

President, Mr. Holden K. Farrar.....1206 Tower Road, Winnetka 3563

First Vice-President, Mr. Calvin F. Selfridge....1133 Pine Street, Winnetka 495

Second Vice-President, Mr. George E. Booth..12 Indian Hill Road, Winnetka 688

Secretary, Mrs. Willett N. Gorham..14 Country Lane, Northfield, Winnetka 2697

Treasurer, Mrs. Edward Gammie.....821 Prospect Avenue, Winnetka 4406

Grade Chairmen

Senior Kindergarten, Mrs. Gilbert H. Scribner, Jr., 1000 Bluff Road, Glencoe 240

First Grade, Mrs. James Bengston.....941 Club Circle, Glenview 499

Second Grade, Mrs. Leonard B. Gilbert.....2708 Simpson St., Evanston, Greenleaf 1854

Third Grade, Mrs. Robert H. Brew.....335 Locust Road, Winnetka 3293

Fourth Grade, Mrs. John I. Dennehy.....37 Indian Hill Road, Winnetka 127

Fifth Grade, Mr. Lawrence H. Selz.....1707 Clavy Road, Highland Park 763
Mrs. Ray W. Smith.....258 Forest Avenue, Winnetka 2833

Sixth Grade, Mrs. Jay R. Sheesley.....948 Hubbard Place, Winnetka 4295
Mrs. Leonard C. Strobeck.....717 Glendale Drive, Glenview 272

Seventh Grade, Mr. Herbert W. Kochs.....523 Essex Road, Kenilworth 5603

Eighth Grade, Mrs. John S. Hutchins.....250 Birch Street, Winnetka 757

Ninth Grade, Mrs. John M. Budd....568 Brier Lane, Northfield, Winnetka 4648

Tenth Grade, Mrs. Lynn A. Williams, Jr.....153 Sheridan Road, Glencoe 1288

Eleventh Grade, Mrs. Robert W. McKisson..940 Hawthorn Lane, Winnetka 766

Twelfth Grade, Mrs. Edward R. Adams.....200 Woodley Road, Winnetka 398
Mr. John A. Muldoon, Jr.....787 Sunset Road, Winnetka 4139

NATURE STUDY CLASSES

The Winnetka Garden Club will sponsor Nature Study Classes for children this summer. Mrs. Theron Colton, the well-known naturalist, will speak on four successive Friday mornings in July in Crow Island Woods, discussing the flowers, trees, birds and wild life native to this locality. There will be two age groups, 5 years to 9 years, and 9 years to 12 years.

All Winnetka children are invited to attend these classes. There will be no fee for the course, but advance registration is requested, and may be made by calling Mrs. Stanley N. Nelson, Winnetka 4049 or Mrs. Rollin D. Wood, Winnetka 1067.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI October, 1948 Number 1

OUR SCHOLARSHIPS

As this year we are embarking upon the thirtieth year of the school, is seems fitting that as we start we should take the time to look over the twenty-nine years of its existence and think through once more some of the major principles to which we have committed ourselves. It would be well to consider whether or not we still feel as ardently about each of them as we did and to determine what modifications and changes, if any, we may feel would be beneficial now that we have accumulated a body of experience from which to judge our policies and precedents. It is my intention, therefore, to devote the space allotted to me by your editor in this and later issues of our Parents' Association NOTES to the consideration of various aspects of our school educational policies.

Today I would like to discuss our policy on so-called scholarships. In the first place, I have been very much surprised to discover that a considerable number of our parents and the greater part of the public at large in our neighborhood do not know that the school has scholarships at all. Yet ever since the first day in September, 1919, the Board of Directors has always provided for scholarships in considerable numbers. Last year the total value of scholarships awarded to various pupils in the school was over twenty thousand dollars. This was distributed among more than forty students.

When I first accepted the post of headmaster of the school, I did so on condition that the governing body do all that it could to make it possible to take into the school all pupils whose families believed in its principles and wanted to work in it for its success and the furtherance of the ideals it stood for. In those days, of course, the school was more in the position of leading a crusade against formalism and orthodoxy than it is today when so many of the ideas we championed have been accepted and adopted by the more forward-looking schools throughout the country.

The Board heartily agreed with me that if the democratic spirit of the school were to be preserved and the pupils were to benefit from knowing and working with a varied group of classmates representing a cross section of the community, we would have to take steps to prevent its pupils from coming too generally from any one financial, social, or other group We felt it was of great benefit for children to learn to know and to understand the problems and viewpoints of other children who were not entirely like themselves. We felt that true

democracy depended not on mere tolerance but rather on mutual respect, and that not only did the child of modest financial background have much to contribute to the healthy intellectual and moral growth of the child who might not have known the pinch of having to guard expenses carefully, but also the latter's influence on the former would contribute to healthy democracy when one learned that one's worth was dependent on what one contributed to the general welfare of all and was entirely independent of one's parents' income.

With this in mind, the Directors studied the matter. They considered sliding scales of tuition, tuitions based on income, and other devices which had been tried by other institutions attempting to find an answer to the same problem. It was finally decided to adopt the fixed tuition plan, modified by scholarship grants on the one hand, and increased by extra debenture requirements on the other. That is, if a parent was able to contribute more than the usual tuition and debenture, they required that he purchase additional debentures, but if it was a hardship for a parent to purchase even one debenture, this requirement was waived by the Board. In other cases where the tuition itself would have been a hardship, (and many people were reducing their scale of living very drastically in order to be able to send their children to us) the tuition was reduced or waived entirely.

From the first it was decided that the school would not place these tuition grants on the competitive basis. We felt sure that we did not want "to buy brains any more than we would want to buy brawn" for the school's glory. Many of the students who needed the school most and would benefit most by it were those who were doing badly in other schools because they were not understood. It was felt that if we could take these children into the school and bring out the best of their potentialities, we would be doing a far better thing for the cause of our school than if we offered scholarships merely to outstanding students who needed very little help. Of course, we had to be sure that we could help the child in question, that there was material there that was worth educating, as one parent put it, and we had to avoid becoming a school principally for problem children; for that would not be living up to our principles of not being a school for one class of pupils. On the whole the results of our policy were startlingly good. Many of our graduates of whom we are most proud,both because of their outstanding scholarship as well as their citizenship achievements in college, came from the ranks of those whose parents received tuition adjustments. I wish I could list the names of some of those who achieved the greatest distinction, but for obvious reasons the matter of tuition grants is always one which is kept entirely confidential. No one except the Scholarship Committee of the Board knows who receives such grants; not even the members of the faculty are told.

There is one exception to this rule. That is the case of the Skokie Scholarships. These are two full tuition scholarships that are awarded to students of the graduating class of Skokie School each year. The Principal of Skokie School submits the names of those members of his graduating class who he feels would benefit by coming to our school and who, by their hard work and good

citizenship, have shown themselves to be worthy of consideration for this honor. The Executive Committee of our faculty then selects the two members of this group who seem to them best fitted to join our school community. As this is an award of achievement and an honor, the names of these students are not kept confidential, although in their cases, too, their names are not publically announced. They are treated like everyone else in the school who has done something of which to be proud.

After the system of debentures was done away with, the original plan as described above had to be modified to drop out the debenture requirements. The Board also adopted at about the same time a scholarship application blank form based on the one used by the eastern colleges. This made the basis for determining tuition adjustments more equitable by placing all applications on a comparable footing. The underlying purpose of the Scholarship Committee of the Board remains the same in that they seek, for all parents who understand and fully believe in the ideal and principles to which the school is committed and whose children seem to be able to benefit by joining it, to make is possible to send them here without undue financial hardship.

There are at the present writing thirty-nine such children in the school. They are a decided asset to us and add greatly to the school's atmosphere and value. Without them we would not be able to do the kind of work we hope we are doing. Their contribution to us and each pupil in the school is far greater than any fixed tuition. We are under far greater obligation to them than they could be to us for they are strong sinews of our school society; without them we would be weak indeed.

PERRY DUNLAP SMITH

PARENTS ASSOCIATION

The Parents Association wishes to extend a warm welcome to the parents of both new and old students into our 1948-1949 family circle. Membership in our Association consists of every parent connected with the school. Activities are financed by modest dues payable later in the fall after approval of the budget by our Executive Committee.

New parents may at first be surprised to learn that our school not only provides the basic elements of faculty and student body but through our Parents Association supplies the third dimension of active family participation in North Shore's daily program. Here, the parent has not done his or her job by merely writing a tuition check. Active enthusiastic participation in the School's varied activities is required if we are to get the most benefit from our children's enrollment at North Shore.

On the back page of this issue are listed the various officers and committee chairmen of the Parents Association. They cover wide ranges of basic school activities. Virtually all need and will enthusiasically welcome a helping hand. So please, if you are new in the school, don't hold back but let your particular talents be known. We are not a team of stars but just normal parents, working together toward a most important common objective.

H. K. FARRAR,
President, Parents Assoication

THE PARENTS ASSOCIATION

Officers and Chairmen for the Year 1948 - 1949

President, Mr. Holden K. Farrar.....1206 Tower Road, WInnetka 6-3563
First Vice-President, Mr. Calvin F. Selfridge.....1133 Pine Street, WInnetka 6-0495
Second Vice-President, Mr. George E. Booth.....12 Indian Hill Road, WInnetka 6-0688
Secretary, Mrs. Willett N. Gorham.....14 Country Lane, Northfield, WInnetka 6-2697
Treasurer, Mrs. Edward Gammie.....821 Prospect Avenue, WInnetka 6-4406

EXECUTIVE COMMITTEE (at large)

Mrs. Elsa B. Chapin.....511 Cedar Street, WInnetka 6-4835
Mrs. John I. Dennehy.....37 Indian Hill Road, WInnetka 6-0127
Mrs. Talcott Griswold.....101 Thorntree Lane, WInnetka 6-3456
Mrs. Rufus R. Jeffris.....20 Locust Road, WInnetka 6-2877
Mrs. Guy A. Osborn.....1180 Hill Road, WInnetka 6-0224
Mr. John T. Pirie II.....1185 Laurel Avenue, WInnetka 6-0606

COMMITTEE CHAIRMEN

Art Library Committee, Mrs. W. Edwin Smith.....1161 Laurel Avenue, WInnetka 6-1291
Athletic Committee, Mr. John I. Dennehy.....37 Indian Hill Road, WInnetka 6-0127
Costume Committee, Mrs. M. K. Hunt.....414 Main Street, Evanston, GReenleaf 5-7280
Educational Series, Mrs. John A. Muldoon, Jr.....787 Sunset Road, WInnetka 6-4139
Faculty Teas Committee, Mrs. E. D. W. Hauser.....640 Hill Road, WInnetka 6-1328
House Committee, Mrs. Albert T. Belshe.....1085 Sheridan Road, WInnetka 6-1654
Library Committee, Mrs. Denison B. Hull.....115 De Windt Road, WInnetka 6-3155
Lunch Committee, Mrs. W. E. Richmond.....165 Kenilworth Avenue, Kenilworth 129
Mrs. Everett R. Holles.....1229 Ash Street, WInnetka 6-0589
Notes Committee, Mrs. Thomas L. Fentress.....1274 Tower Road, WInnetka 6-3112
Mrs. John K. Notz.....90 Locust Road, WInnetka 6-1153
Office Committee, Mrs. Donald Jones.....535 Ash Street, WInnetka 6-0374
Publicity Committee, Mrs. John N. Ott, Jr.....85 Hibbard Road, WInnetka 6-1391
Steering Committee, Mrs. Samuel H. Bingham, Jr.....612 Sheridan Road, Highland Park 90

GRADE CHAIRMEN

Senior Kindergarten, Mrs. Gilbert H. Scribner, Jr.....1000 Bluff Road, Glencoe 240
First Grade, Mrs. James Bengston.....941 Club Circle, Glencoe 499
Second Grade, Mrs. Leonard B. Gilbert.....2708 Simpson Street, Evanston, GReenleaf 5-1854
Third Grade, Mrs. Robert H. Brew.....335 Locust Road, WInnetka 6-3293
Fourth Grade, Mrs. John I. Dennehy.....37 Indian Hill Road, WInnetka 6-0127
Fifth Grade, Mr. Lawrence H. Selz.....1707 Clavy Road, Highland Park 763
Mrs. Ray W. Smith.....258 Forest Avenue, WInnetka 6-2833
Sixth Grade, Mrs. Jay R. Sheesley.....948 Hubbard Place, WInnetka 6-4295
Mrs. Leonard C. Strobeck.....717 Glendale Drive, Glenview 272
Seventh Grade, Mr. Herbert W. Kochs.....523 Essex Road, Kenilworth 5603
Eighth Grade, Mrs. John H. Hutchins.....250 Birch Street, WInnetka 6-0757
Ninth Grade, Mrs. John M. Budd.....568 Brier Lane, Northfield, WInnetka 6-4648
Tenth Grade, To be announced later
Eleventh Grade, To be announced later
Twelfth Grade, Mrs. Edward R. Adams.....200 Woodley Road, WInnetka 6-0398
Mr. John A. Muldoon, Jr.....787 Sunset Road, WInnetka 6-4139

NEW MEMBERS OF THE FACULTY

Signor Fabio Sergardi, who joined the Upper School Faculty as director of Technical Arts, is a graduate of the University of Naples and also a former student of the Royal Academy at Leghorn. Signor Sergardi subsequently served as a head engineer of General Motors in Detroit and as instructor of Mechanical Drawing with the U. S. Signal Corps during World War II.

Miss Kathleen Collingbourne, the new second grade teacher, is an exchange teacher from England who has been teaching in this country for the past year and has now applied for citizenship papers with intentions of remaining permanently in this country.

Miss Jean Ewing, who has taught at the Lake Forest Day School, will be in charge of the fourth grade.

June W. Reeder (Mrs. L. W.), a resident of Winnetka who will direct Lower School music, has had extensive teaching experience in the St. Louis area, where she taught at John Burroughs and other nearby schools.

Misses Sadie Tillman and Delight Scoville will assist in the two kindergartens. Miss Tillman, a resident of Evanston, attended Stephens College and graduated from Northwestern University. Her practice teaching has been done at both Hubbard Woods and Evanston public schools. Miss Scoville received her degree from the University of Michigan.

HOUSE COMMITTEE

During the past summer, a number of additions and improvements have been made to the School's facilities. Of greatest beauty and interest is the War Memorial to the Alumni of the School who lost their lives in the service of their country. Framing the west window in the lobby of the Auditorium, its simplicity and charm are in keeping with the sincerity of feeling of such a tribute.

Lower School parents will undoubtedly be happy to learn that their children will be able to study in more quiet surroundings in the future. The ceilings of all the rooms in Walling Hall have been accoustically treated.

The Middle School has come in for a great deal of attention as well. One room has been equipped with an accoustical ceiling, while modern lighting fixtures have been installed in the two basement rooms. Except for the rooms painted by last year's eighth grade, the entire interior of Eliot Hall has received a coat of paint.

In the High School, the sophomore boys' room has been redecorated in a manner designed to increase the effectiveness of the lighting as well as to make the room more attractive. This work, in addition to the installation of new furniture, is a reward to the boys of last year's freshman class for having kept the neatest room throughout the year.

Another major item on the summer's program has been the renovation of the boys' locker room. All the plumbing has been replaced, new lighting fixtures have been installed, permanent benches have replaced the old movable ones, and the entire area given a coat of paint.

Other jobs completed include the exterior painting of Leicester Hall as well as the insulation of a portion of its roof; the redecoration and remodeling of the

front office in Knollslea, including the installation of a new switchboard which is the pride of Mrs. Talley. Also in Knollslea, the worn flooring of the art rooms has been replaced with modern tiling. The restaurant and kitchen have been repainted, and a new flag pole has been put up in front of the Auditorium.

VARSITY FOOTBALL SCHEDULE

October 2 — N. S. vs. Principia	Home
October 9 — N. S. vs. Chicago Latin School	Away 10 a.m.
October 16 — N. S. vs. Elgin Academy	Home 10 a.m.
October 23 — N. S. vs. Lake Forest	Home 2 p.m.
October 30 — N. S. vs. St. Louis Country Day School	Away
November 6 — N. S. vs. Detroit University School	Home

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day before 10 a.m. to ask for assignments and to call for them at the Office after 4:30 p.m. The Office is open from 8 a.m. to 5:30 p.m.

THE LOWER SCHOOL COMMITTEE FOR AID TO EUROPE

The Lower School Committee for Aid to Europe will continue its work of sending suitable food and repaired clothing to Europe. Members of this years committee are: Mrs. George Radford, chairman, Mrs. Rudy Ruggles, Mrs. Jay R. Sheesley, Mrs. William H. Lang, Mrs. Stanley Eckman, and Mrs. Jene Harper. All Lower School chairmen and co-chairmen are also members of the committee. A meeting will be held shortly to organize this years work.

EDUCATIONAL SERIES 1948 - 1949

This series of lectures is given annually for the students of the School, without charge to them. For parents and friends who are interested in attending the series and in helping to defray the cost, season tickets will be available at $5.40.

The lectures will begin promptly at 10:35 on the following dates, (Please note the change in hour from previous years):

Monday, October 25 — Francis Chapin
Water Color Exhibition, using student models

Monday, November 8 — Merle Miller
"The New Writers and What They Are Thinking"

Monday, December 6 — Clark G. Kuebler
"The Basic Ideas of The Founding Fathers"

Monday, January 24 — John Mason Brown
"Seeing Things"

Monday, February 7 — Laura Bolton
"From Hottentots to Zulus"

Monday, March 28 — Louise Leonard Wright
"Unesco — Peace Through Understanding"

EXECUTIVE COMMITTEE MEETING

There will be a meeting of the Executive Committee at the home of Mr. Holden K. Farrar, 1206 Tower Road, Winnetka, at 8 p.m. on Monday, October 4.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI November, 1948 Number 2

PARENT PARTICIPATION IN SCHOOL ACTIVITIES

One of the distinctive features of our school is its close and constant connection with its parents. Many schools have parent-teacher organizations, but with us the matter goes farther than that. From the first, ours has been a "parent centered" as well as a "child centered" school. We have always considered the parents a vital element in our daily welfare and progress. It is an essential principle of a school's good health that its parents should actively and understandingly participate in its activities.

At first it was difficult to make the parents believe this, and many of my fellow headmasters warned me that it would wreck the school if the parents were permitted to "interfere", as they called it. But we held to our conviction, so clearly phrased by Willoughby Walling at one of our first Parents' Association meetings, that the school's welfare rested on an equilateral triangle formed by three equally important parts; the children, the parents and the teachers. During the years that have passed since Mr. Walling made this statement we have found that his predictions and his faith in the parents as an integral part of the school's life were well founded. The success of such a plan depends upon a clear understanding on the part of the parents of their true place in the school's life. There is much to overcome in the minds of the laymen, due to unfortunate experiences and attitudes in the past, before the parents can fully appreciate and accept the implications of the principle which Mr. Walling gave us.

Traditionally there has been a feeling that when parents visited a school they were interlopers; that they came to criticize and find fault; that they were, in effect, "snooping", as the children called it. This attitude is false and had to be overcome. We found that the best way to overcome it was to provide the parent with a real and valid reason for coming to school: to give him a job to do, to make him a member of the group in a real sense. And how could this be brought about better than by giving the parent duties and responsibilities which were suited to his abilities, interests and experience? Thus it was that the various committees, which

are described in this issue of NOTES, came to be.

When a parent has a job to do at school, a job that is real and necessary to the life of the school, she is one of the team, a member of the school's family in a very real sense, especially when she holds the job because of her demonstrated ability to perform it adequately. She has a pride in the work of her colleagues, and if she detects matters about the conduct of the school which need change or correction, she will tend to do something about them in a constructive way, rather than to feel aggrieved or antagonistic.

There are other benefits, too, when parents become workers in the school rather than spectators. There is a direct and decided improvement in the relationship between the child and his parents when he discovers that they are taking a responsible part in the school life. He no longer tends to eye questions about school askance, suspecting that life at home and what he does at school are isolated from each other. The parent also has an opportunity to see the child objectively as a member of the group; to observe him with his peers and comrades unselfconsciously, in a way not possible when the parent is merely an occasional and conspicuous visitor on the school grounds.

And finally, there is the advantage that comes from finding oneself a co-worker with one's own child. In our highly complex and mechanized civilization it is rather rare for children to see their parents as workers, except in situations where the parent is in command. To work with one's parent at a task which is interesting to both, where each is performing a function vital to the job as a whole but neither one is dominant over the other, is often a rare and surprising experience. Every child is pleased when he sees that his friends and classmates respect the work that his mother or father has done for the school.

These are some of the reasons and principles behind our active parent participation program. It may be true, as Mr. Lawrence Howe once said, that, at our school, the parents all have to work their way through, but it is certainly worth it, not only for the welfare of the school, but in the dividends it pays the parents.

PERRY DUNLAP SMITH

* * *

In this issue of the NOTES we are printing a brief summary of the work of the various parents' committees so that parents who would like to participate in the work may have the opportunity of selecting the committee in which they are interested.

COMMITTEES

The *House Committee* determines what projects should be undertaken to beautify and improve the school. Funds for these improvements are provided by the Parents' Association. The present project is the completion of the refurnishing of the Art Library. The next projcet will be new curtains for the lunch room.

Chairman: Mrs. Albert Belshe, WInnetka 6-1654

The *Art Library Committee* has three principal duties: the care and indexing of the fine arts books, the care, indexing and framing of the collection of prints and pictures, and the hanging of exhibitions throughout the school. There is need for assistance in matting and indexing of the many fine pictures that belong to the school and the committee would welcome any parents who are interested in such work. The committee would also like to have suggestions or contacts that would stimulate interest and appreciation of art among the students.

Chairman: Mrs. Carl Kuehnle, WInnetka 6-2537

The duties of the *Office Committee* consist of giving a morning once a week to operating the switchboard, writing down and delivering messages, checking the morning list of absentees, making out assignments for absent students, conducting visitors through the school, and doing clerical work which will be helpful to the office staff.

Chairman: Mrs. Donald Jones, WInnetka 6-0374

The *Costume Committee* makes and renovates the costumes for all plays and operas and keeps the costume room in Knollslea in order. There are High School, Middle School and Lower School Committees.

Chairman: Mrs. M. K. Hunt, GReenleaf 5-7280

The *Publicity Committee* gathers material every week for a column printed in the *Winnetka Talk*.

Chairman: Mrs. John N. Ott, Jr., WInnetka 6-1391

The *Steering Committee,* with representatives in the three branches of the school, acts as a liaison between the faculty and grade chairman. It also consists of advisors to new parents and offers information on grade policies and Parents Association activities.

Chairman: Mrs. Samuel H. Bingham, Jr., Highland Park 90

The *Faculty Teas Committee* functions in order to develop a cordial and co-operative relationship between parents and faculty. This year a new project is being inaugurated: to introduce parents to the various departments and activities of the school. There are about six teas during the school year, held in the Art Library in Knollslea.

Chairman: Mrs. E. D. W. Hauser, WInnetka 6-1328

The *Lunch Committee* recruits the mothers of the students to serve behind the steam table in the lunch room every school day between 12 and 1:30. Five helpers are needed daily.

Chairmen: Mrs. W. E. Richmond, Kenilworth 129
Mrs. Everett Holles, WInnetka 6-0589

The *Library Committee* has representatives in the High School, Middle and Lower Schools, registering new books, keeping card files in order, lending books, and making a check on volumes missing from the shelves. Miss Gilbert is the faculty member in charge.

Chairman: Mrs. Denison B. Hull, WInnetka 6-3155

The *Athletic Committee* has been in operation for the past three years. It was formed to give the fathers an opportunity to become more closely allied with the children's school activities, especially the physical education program. The improvements in the locker room were described in the last issue of NOTES. The skating rink, operated by the committee for the past two years has given the children of the Lower and Middle Schools a fine out-door program. The committee feels that its job is to co-operate with the Physical Education department and to work with the parents of the boys and girls throughout the school.

Chairman: John Dennehy, WInnetka 6-0127

The NOTES is the monthly bulletin of the Parents' Association. Notices are sent regularly to all committee and grade chairmen and faculty, asking for announcements of school and grade meetings and for news that is of interest to the parents. Contributions from parents are welcomed. The deadline date is the 15th of each month.

Chairman: Mrs. Thomas L. Fentress, WInnetka 6-3112
Mrs. John K. Notz, WInnetka 6-1153

PARENTS ON THE MORNING EXERCISE PROGRAM

The Morning Exercises during the past school year which proved of greatest interest and value to the students were those given by parents in which they described the various aspects of their profession or business. These talks helped the students to understand the preparation needed and the opportunities and chance for advancement, growth and service in each occupation described.

Both students and faculty hope that we may have more Morning Exercises of this kind and would also like to have mothers participate. Not only would occupations be excellent material for Morning Exercises, but also hobbies and topics dealing with fields in which a parent has special knowledge. Will anyone who is willing to give a Morning Exercise of this type please get in touch with Julie Fentress, Student Chairman of the Morning Exercise Committee, and or Julia E. Gilbert, Faculty Chairman.

PARENTS' ASSOCIATION MEETING

The Parents' Association met Monday evening, October 25th, at 8 p.m. in the Auditorium. Mr. Smith spoke on the subject "Are Parents Necessary?" Mr. Duff, head of the music department, gave a short talk entitled "Since Music is So Good a Thing.....", and presented a program of music by the A Cappella Singers and the Boys' Ensemble. Following the meeting, refreshments were served in Walling Hall.

Plans are being made for a New Parents meeting early in November. This will be an evening meeting and will include a conducted tour of the school buildings.

THE MEMORIAL WINDOW

The Purple section of the eighth grade is taking the responsibility of caring for the Memorial Window in the lobby of the Auditorium. For the past two weeks the class has been putting fresh flowers in the window and has gone daily to the window, where their teacher has read an appropriate poem. Soon other classes will be given the opportunity to care for the window. Each class will choose its own method of commemoration. The eighth graders hope that this will serve for all those participating as a rededication to the task of building a better world, the task in which those in whose honor the window was constructed gave their lives.

Contributed by the eighth grade

TRANSPORTATION

The Transportation department endeavors to maintain an efficient schedule. The cooperation of the parents is greatly appreciated. The drivers are instructed to wait no longer than a minute and a half at each stop. The drivers and the children are expected to be punctual. If your child is not able to go to school, please notify the driver before 7:30 a.m. Names and telephone numbers of drivers may be obtained from the school office.

With winter and its inevitable snow and ice, the schedules are apt to slow down. Please plan to have your child ready a few minutes earlier as the drivers will start earlier, and if your child is a few minutes late returning from school it is because *Safety* is foremost in our minds.

ELISE G. PATERSON, *Director of Transportation*

GRADE MEETINGS

A meeting of the seventh grade was held at the home of Mr. and Mrs. H. W. Kochs the evening of October 11th. Mr. Rhodes, Miss Dean and Mr. Taylor discussed the courses of study and class activities. In connection with the study of American history, it was proposed that a trip to Washington be arranged, and the parents present authorized Mr. Rhodes and the chairman to develop a plan to take the class on such a trip.

The eighth grade parents, meeting at the home of Mr. and Mrs. John Hutchins on October 13, "went to school'. In order to give the parents a better view of what goes on in the social studies class Mr. Steel showed them one of the films which he used in class and had them evaluate it as their children do. An innovation in the course this year brought about this novel procedure for a parents meeting. Although the class is continuing, as in the last two years, a consideration of some of the pressing problems of our contemporary society, this year it is pioneering in the use of films as the basis for the course. To make this of more value to future classes as well as to themselves, the students have worked out an evaluation sheet which is used to judge each movie.

LOWER SCHOOL

Rest after school is a part of a pattern of the Lower School child's day. The period is long enough and the conditions such that the children in the grades may sleep for an hour. Children as old as fourth graders have been known to go to sleep — evidence that a period of complete relaxation is needed in the very active day of young children.

In our highly geared life today the art of relaxation is both an asset and a necessity. The technique of relaxing is taught to the children, and the rooms are darkened and made restful before the children's return from lunch. Signs saying, "Quiet. Lower School Rest", are placed in the halls. The Middle School teachers work with their pupils to help them be conscious of the need for quietness as they go to or from Art or Shop in the Lower School building. The Kindergartners who stay for lunch rest for almost two hours. The majority sleep. It has been recognized in the school that rest is a necessary adjunct to a child's alertness and ability to learn. It is also important that the teachers rest at the same time, as this provides an example for the children and gives the teacher a much needed period of relaxation.

GLADYS L. ADSHEAD

THE GREAT BOOKS COURSES

The experiment with the Great Books course at North Shore Country Day School last spring, under the sponsorship of two of our alumni educators, David Howe and Lynn Williams, was so successful that most of the same group have re-enrolled to finish the first years' reading and a new group is being formed. Forty-three alumni, parents and friends have said that they wished to complete the course started last year. This group held its first meeting on October 19th at 8 p.m. in Walling Hall and will meet on alternate Tueseday evenings. The first book to be discussed was "Hamlet".

The new group, starting at the beginning of the course, will be led by professional discussion leaders provided by the Great Books Foundation, among them Cyril O. Houle, Dean of the University College at the University of Chicago,

Charles Strubbe, Regional Director, and John Harmon, staff member of the Great Books Foundation. The group is open to parents, alumni and others who may be interested. This group will meet on alternate Monday evenings promptly at 8 p.m. in Walling Hall. The first meeting will be held on November 8th and will be devoted to a discussion of the Declaration of Independence and a general summary of the purpose and method of the course. Reading for the year will include selections from the Greek and Roman classics, the early Christian writers, French and English dramatists and essayists and the great modern writers. Mr. Howe is in charge of the enrollment for this group. Anyone who is interested may reach him by telephone in the evening at Leicester Hall, Winnetka 6-1447.

The Alumni Assoication is sponsoring both of the courses in the hope that this may be the beginning of an expanding program of participative adult education. The Association plans to build up its Alumni Scholarship Fund through its share of the fees. The fees are $10.00 for the continuing group (6 sessions) and $25.00 ($40.00 for a couple) for the new group (18 sessions).

EUROPEAN FRIENDSHIP EXCHANGE

The students of our school are planning a party for the European Friendship Exchange on November 22nd in Dunlap from 7:30 to 9:00 in the evening. At this time we shall make small individual packages in the students' homerooms. We wish to send hard candy, school and medical supplies and to make small vanity kits. These we will pack and send to our schools in France and Holland. A more complete list of items to be sent will be posted on the bulletin board in Knollslea.

All the parents are most cordially urged to come.

KARLA LANDAU

VAUDEVILLE

The High School is hard at work on the plans for this year's Vaudeville, which will be presented on Friday evening, November 19th. The style of the show will be somewhat changed this year so that it will be more like an old time Vaudeville instead of having a plot linking the acts together. Individual acts will be presented along with the traditional class acts. There may be a Master of Ceremonies. So far, a one act farce, a short opera and several between act gags have been scheduled. A small chorus made up of the A Cappella Singers and the Boys' Ensemble will be used. From all indications it should be a fast and furious show. Remember the date — November 19th.

JOHN C. MARSH

RADIO SHOWS

Last year the school inauguarated a monthly radio program which was broadcast over WEAW FM in Evanston. The first program this year, on October 21st,

featured a large group of lower school children telling about the Railroad Show. The next program will be late in November. We are hoping to record the shows in advance this year and broadcast them at an evening hour so that more parents and children will be able to hear them. The broadcast dates and times will be announced soon.

JOHN C. MARSH

GIRLS' FIELD HOCKEY

The United States Field Hockey Association is holding it's National Tournament in Winnetka this year during the Thanksgiving weekend at Skokie playfield. This tournament is held in a different section of the country each year and we are fortunate to be hostesses and spectators for this occasion. Here you will see a demonstration that is equaled nowhere else. Field hockey techniques, skills and team strategies will be demonstrated and put into play by those capable and able to perform them most accurately. The events of the weekend should be most beneficial and entertaining to anyone interested.

The Girls' Athletic Association has shown great enthusiasm this year for a promising and spirited field hockey season. In the weekly periods the girls are gaining a knowledge of the background of field hockey, with emphasis on the team as a whole and on positions, strategies and skills.

GIRLS' FIELD HOCKEY SCHEDULE

November 6 — N. S. vs. Milwaukee Downer.....Home 10 a.m.
November 12 — N. S. vs. Ferry Hall.....Home 3:30 p.m.
November 20 — N. S. vs. Grosse Point Country Day School.....Home 10 a.m.
November 22 — N. S. Girls vs. N. S. Boys.....Home 3:30 p.m.

BETTY FRAKER

GRADE CHAIRMEN ADDITIONS AND CORRECTIONS

Junior Kindergarten, Mrs. Allen Neblett.....Wilmette 1454
First Grade, Mrs. James Bengston, 941 Club Circle.....Glenview 499
Tenth Grade, Mrs. Will C. Grant, 165 Thorntree.....WInnetka 6-1116
Eleventh Grade, Mrs. John F. Fenn, 864 Boal Parkway.....WInnetka 6-1971

VARSITY FOOTBALL SCHEDULE

November 6 — N. S. vs. Detroit University School.....Home 10 a.m.

THANKSGIVING VACATION

School will be closed Thursday and Friday, November 25th and 26th, for the Thanksgiving holiday.

EDUCATIONAL SERIES

Monday, November 8, 10:35 a.m.....MERLE MILLER
"The New Writers and What They Are Thinking"

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI December, 1948 Number 3

THE COUNTRY DAY IDEA

Continuing the discussion which I outlined in my article in the first issue of *Notes* this year, I would like to take up another of the principles which underlie the policy of our school and on which the founders built its basic structure. In your October issue I spoke of the importance of our scholarship policy in maintaining the democratic character of the student body and how essential is is to make sure that our pupils come from many different economic backgrounds. Last month I discussed the basic principle of active parent participation in the life and conduct of the school, what this meant to the pupils and faculty, and particularly to the parents themselves who thus become co-workers in, rather than just owners and directors of, the enterprise. This month I wish to consider the importance of the family as a basic unit in a democracy and hence in a school that is training young citizens to take their places in a free and castless society.

The family is the starting point of the child's ideas of social unity and co-operation. The manner in which he is treated and the opportunities he is given to contribute to the family welfare are all-important. Of necessity the small child must begin as a dependent member of the group for that is in fact what he is. He is dependent on others for his safety, protection, food, and shelter, and consequently they must exercise authority over him for his own good. This is of necessity far more autocratic than democratic, but does not need to remain so. As the child grows he is more and more able to assume responsibility for his own acts and should be given plenty of opportunities to do so, beginning in very restricted fields but extending later into a larger and larger portion of his activities. If the family is able to maintain a nice balance between this gradually increasing freedom granted to the child and a steadily growing responsibility on his part for the consequences of his acts, all should go well and we will see emerging a young citizen of a free society, conscious of his place in the group, of his responsibility to them for his conduct and their best interests, and as fully aware of his *duties* as he is jealous of his rights.

Throughout the ages the family has seemed the best place to learn and practice these principles. It is there that the attitudes toward life and sharing are acquired. There the young man and young woman establish their habits of chivalry and good taste, toward standards of honor and fidelity, and toward such things as civic duties and helping in community matters, as well as the old-fashioned idea of pride in doing a job, no matter how distasteful it may be, in a thorough and workmanlike manner. Today the family must broaden its interests to include even more. If America is to assume the leadership that seems to have been thrust upon us in world affairs, we must produce young people whose vision and interest reaches out to the whole world and to the needs and rights of humanity everywhere. This, too, begins and is largely acquired in the home.

In this the school may be of great help as long as it works closely with the home, and that is the great problem today. Do we not see more and more a tendency on the part of leaders in state supported schools to discount the influence of the family except as it contains voting power? The parents are told that they are laymen who must not interfere with such a highly technical profession as that of school teaching. They are even told that they must not be permitted to know what their children's academic progress is except in the most general terms. Careful and supposedly scientific tests and scores of many kinds are given to their children, but parents are considered too untutored in the mysteries of child welfare to be allowed to know the results. The home is thus blocked out of true participation in the education of the growing child. This sort of atmosphere creates a situation in which the child tends to feel that he receives all the luxuries and elaborate surroundings of the school, not as something that comes from his home, but as a gift from the state directly to him, and that it is received as a right. The old idea that we have pretty much to earn what we get in this life tends to vanish. Even the idea that one's parents earned by hard work some of the advantages they pass on to their children is weakening, for the boy and girl of today are impressed with the thought that such things as great swimming pools and stadiums and auditoriums, not to mention club rooms and recreation rooms, come to one free and without even the necessity of doing well in one's lessons. All of this makes for a feeling of institutionalized living rather than family living. The authority and power of the state school seems to be far greater than that of the home in producing the good things of life. The gang, the group of young people one's own age, becomes all-important, for they are the unit at school to which one belongs and must conform. This, too, adds to the problem of the parents and tends to diminish the home and its civilizing influence.

But is the answer to this to send the children away to boarding school? That would seem to be jumping from the frying pan right into the fire. It would be changing from one institutional regime into another one even more institutionalized. It is true the boarding school tries to stand "in loco parentis". It may take the place intended to be occupied by the parents but it cannot fill that place. Nothing can really fill the place of a good normal American home. Even the best of the boarding schools, the ones that try to create a home-like atmosphere rather than an institutional spirit, are only at best imitations of the real thing. There is no substitute for the genuine article and Nature seems to intend that children should grow up in real homes as an integral part of a family.

Many parents have become frightened at the difficulties and problems with which modern machine-age living has confronted us. It is true that they are many and baffling, but this same machine age has also given us techniques and knowledge with which to combat them. We are in a rapidly changing social situation and our children must learn to cope successfully with change as a natural part of life. This can be taught with patience and with skill by living not too far removed from the stream of life and by watching our elders face and succeed in solving the ever-changing problems that come to them. To send the child away from normal, natural life, place him behind cloistered walls that prevent his taking a part in the community activities around him, and above all to deprive him of playing his part as a member of his family in facing their problems together at the very time when he needs to feel that he belongs to it most will not produce the desired effect. To retreat from a problem is to postpone and not to solve it, and the sort of problem these young people face does not become simpler by being postponed.

The above factors were all prominent in the establishing of the Country Day School movement in the United States over fifty years ago. Its advocates felt that the growing boy and girl did need and would greatly benefit by the influence of their homes until the time came to go to college. They felt that the homes, too, were greatly benefited by the presence of these vigorous youngsters at that stage in their growth when they are most fascinating, if also most provocative. It was soon shown that sound college preparation was possible at such schools and that their graduates not only were admitted to the best colleges, but did well when they got there. In fact, the recent set of figures published at Harvard last year in the Grant study seems to indicate that their graduates did better than those of the boarding schools. Also they were not handicapped in such matters as clubs and fraternities, judging by their success in this direction as well. Hence the movement grew until now there are something over two hundred schools claiming to be Country Day Schools scattered across the whole country. Some follow more closely the old boarding school policy of keeping the parents at arm's length and are thus merely imitating them without having the advantages of twenty-four hour supervision. But the best Country Day Schools are working closely with the parents and are thus strengthening the home's influence and tending to build up its position in American life.

Where the home and the school work closely together, the one tends to strengthen the influence of the other and the result is that the children can have the full benefit of their parents' influence and at the same time become active members of a vital school atmosphere at the very time in their lives when they need both of these steadying influences most. The combination of these three elements seems to make for an exceedingly potent and satisfactory force in the life of the child, the home, and hence the nation. It would seem to be the part of wisdom to take full advantage of such an opportunity in those communities where it is offered.

PERRY DUNLAP SMITH

DECEMBER CALENDAR

Monday, December 6—Educational Series: Clark Kuebler, President of Ripon College, on "Basic Ideas of our Founding Fathers."

Wednesday, December 8—Child Study Parent Group in the Art Library from 10:15 to 11:30.

Monday, December 13—Christmas Tableaux at 10:35.

Tuesday, December 14—Christmas Reading by Mr. Smith at 10:35.

Wednesday, December 15—Santa Claus Party at 10:30.

Thursday, December 16—Christmas Music at 10:35.

Friday, December 17—Christmas Play at 4:00 in the afternoon.

Saturday, December 18—Beginning of the Christmas Holiday.

Tuesday, January 4—School re-opens.

EXTRA ANNOUNCEMENTS

The Middle School Toy Shop evening will be held on December 15th from 7:15 until 9:00. It is hoped that all Middle School parents will come.

Spring Vacation dates are having to be changed because of College Board Examinations for Seniors. The new dates are April 8th to 18th inclusive. School will close at 3:30 P.M. on April 7th and open at 8:30 A.M. on April 19th.

CHRISTMAS MUSIC

The Christmas Music on December 16th will include carols and hymns sung by the whole school. There will also be a carol by some of the children of the Lower School, arias from Handel's "The Messiah" sung by High School Students and two choral works sung by the High School Chorus: "The Shepards' Farewell to the Holy Family" by Berlioz, and Warrell's arrangement of the English carol, "I Wish You A Merry Christmas".

The A Cappella Singers and the Boys Ensemble will present a program of Christmas music for the members of the Christ Church Guild on December 8th.

RAMSAY DUFF

THE CHRISTMAS PLAY

The Christmas Play is again in the hands of the Freshman Class, an especially united and earnest group this year. The play selected is "A Play For Christmas Eve" by Annis Duff. The play with rare simplicity and quiet beauty of phrasing should have meaning for the oldest and the youngest in our school family. The time allotted for rehearsals between Thanksgiving and the beginning of our Christmas holiday is brief. Parents are therefore urged to help their children get the utmost from this experience by safeguarding their health and by protecting their after-school rehearsal periods from outside engagements. The sports program during this period is adjusted to the demands of the play.

JULIA E. GILBERT

LOWER SCHOOL PROJECTS

As a first project in the study of pioneer life, the Third Grade has made up a play about the Pilgrims. It is something of a summary of several of the reasons for their leaving their homes and native land. The theme is tolerance. The play shows them being maltreated by their own people because of their different religious beliefs and resulting divergent behaviours. Irony is introduced in an Epilogue when some of the Pilgrims are as intolerant toward the first new arrivals to the colony on the ship "Fortune" as the Anglicans had been of them. There is a watchdog among the Pilgrims who reminds these people that they were once so treated and that they must beware of doing unto others what had been done to them.

E. B. SMITH

Fifth Grade children were the stars of a fifteen minute radio broadcast on FM Station WEAW, recently. As a part of their geography project, they have been studying the building of railroads during the nineteenth century. The radio skit was a dramatization of this work.

The children sang more than half a dozen songs of the period, with a narration explaining their purpose. The program is part of a social service feature of the Evanston Council of Social Agencies.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI January, 1949 Number 4

WHAT ABOUT COLLEGE PREPARATION

One of the problems which had to be faced by the founders of the school in 1919 was the question of preparing boys and girls adequately for college. In those days it was generally believed that day schools were heavily handicapped in bringing their students up to college standards by the fact that they did not have twenty-four hour supervision of their pupils, and by the fact that children living at home were exposed to the distractions of city or suburban life. In the main, day schools could not create and maintain the intense esprit de corps, or school spirit, of which boarding schools were extremely proud.

The exponents of the country day plan, however, flatly challenged this assumption. They held that while the condition had obviously existed in the past, it need not do so in the future if the families of the students realized to their fullest extent their opportunity and obligation to remain a fundamental part of their children's education. The country day schools maintained that while the old idea of a cloistered existence, sheltered and confined behind the walls of boarding schools, might have been beneficial and possible in the more stable and established conditions which prevailed in the pre-world war period, the profound and rapid changes which resulted from the post-war crises demanded a more realistic and authentic type of educational experience than the boarding schools could provide. Far from fearing the direct contacts that young people at home had with the actual living conditions, they welcomed them as an opportunity to become adjusted to the world as it was,—provided, of course, that both home and school accepted the responsibility of guiding these young people in their attempts to grapple with the realities of living and also helped them to understand and interpret the meaning of the changes and experiences which they met.

In the modern world it did not seem wise to postpone until college age the contact with reality. Moreover, it seemed no longer possible to do so when movies, radio, magazines and newspapers were constantly bringing to the growing youth's attention lurid and exaggerated accounts of a world which he knew only through second-hand agencies and which dazzled him far more than if he had some direct experience under the guidance of his own parents. The matter of school spirit, too, as was revealed with the progress in mental hygiene and psychology, was not as healthy a factor as we had supposed it to be. It was true it could be intensified

easily in a group of young people living closely together and pretty well cut off from the normal outlets of a real community life, but this might easily become little more than mass hysteria, which is a particularly unhealthful emotional experience for adolescents.

It was recognized that proper school spirit is definitely desirable, but it must not be allowed to get out of hand. It is far less apt to do so in a situation which allows for normal living with adults and little children, all concerned with and pursuing their own normal activities, rather than with an isolated group of students all at nearly one stage of development and all of the same sex. In the family group each member has his place and his duties. In today's city life, with its smaller families and taller apartments, it is not surprising that children should be sent away to the substitute homes of boarding schools, but for children in suburban communities where a good school is available there is no such problem, *provided* that the school understands the importance and techniques of working closely and understandingly with the parents.

The other matter which faced the founders of our school was the problem of whether or not it was possible to meet the formal entrance requirements for college and still maintain what used to be known as "Progressive" principles in teaching, to which our school has been committed from the start. We believed that it was the duty of a school to assist in the development of the whole child and not just his intellectual development. This was a decidedly startling idea in 1919 although it is hard to realize it now when all good schools with any pretence of being up to date accept this principle without question. The fear was that if time were devoted to the "non-academic" subjects such as music, art, dramatics and handicrafts, the "fundamental" subjects such as gammer, arithmetic and foreign languages would suffer. Many so-called "Progressive" schools abandoned their principles in all cases of students who were preparing to meet the college entrance examinations and fell back on the old mehod of constant repitition and unthinking drill for those individuals.

We decided to stick to our principles, believing that a student who was truly interested in what he was doing, who understood its relationship to his whole life, who had had ample opportunity to practice making considered decisions affecting his own interests, and above all, who had achieved a well rounded and happily integrated personality through having had a rich and significant experience in all those avenues of emotional expression which lead to culture and the appreciation of beauty will be far better equipped to do well in college and to further his educational progress.

After almost thirty years of adherence to these principles, it would seem that we were fully justified in our decision, for not only our graduates but also those of other schools who have followed these principles have achieved a marked success in college. The careful records kept under a grant from the Carnegie Foundation in the famous "Thirty Schools Experiment" over a period of eight years furnish

specific proof of this. This study not only showed the general averages of the thousands of students from the two types of schools which were compared, but also broke these down into specific subject fields, such as English, Chemistry, Latin, et cetra. The significant fact was revealed that while the differences were slight, the students from the more liberal school excelled the others in every one of the subject fields.

But in addition to these factors there has been one other that has been working in our favor in the matter of college preparation, which is that the colleges themselves have been moving in this same direction. They no longer judge solely by examination marks as they used to do, nor even by examination and school marks. They rather seek to obtain a picture of the whole student, his interests and extra-curricular activities as well as his academic achievement. They want to know what the whole picture looks like and seek one that has a clear-cut and well balanced pattern, showing evidence of ability, purpose and promise. It is pleasant to realize that today the colleges seek the same ends and recognize the similarity of our aims and methods to their own.

PERRY DUNLAP SMITH

JANUARY CALENDAR

Tuesday, January 4 — School reopens
Wednesday, January 5 — Child Study Parent Group (Art Library)
10:15 - 11:30 a.m.
Monday, January 17 — Faculty Tea (Art Library)
3:30 — All parents and faculty cordially invited
Wednesday, January 19 — Child Study Parent Group (Art Library)
10:15 - 11:30 a.m.
Monday, January 24 — Ed. Series — John Mason Brown, "Seeing Things"
Tuesday, January 25 — High School Examinations
Wednesday, January 26 — High School Examinations
Thursday, January 27 — High School Examinations
Friday, January 28 — High School Examinations

BASKETBALL SCHEDULE

January 8 — Elgin Academy 2 p.m. There
January 12 — Lake Forest Academy 4 p.m. Here
January 22 — Racine Lutheran 2 p.m. There
January 24 — Wheaton Academy 4 p.m. Here
January 29 — Milwaukee Country Day 1:30 p.m. There
February 1 — Francis Parker 4 p.m. Here
February 12 — Elgin Academy 2 p.m. Here
February 16 — Lake Forest Academy 4 p.m. There
February 19 — Detroit University School 2 p.m. There
February 22 — Racine Lutheran 4 p.m. Here
February 26 — Milwaukee Country Day 1 p.m. Here

ATHLETICS — MIDDLE SCHOOL

When football and hockey came to an end, the Middle School started its program of winter activities. One athletic and one non-athletic activity has been chosen by each pupil from the following: Boys' basketball, Girls' basketball, wrestling, boxing, informal games, soccer, shop studio, science, dramatics, knitting and sewing, library organization, and an odd job repair project. Later some of these activities may be replaced by tumbling, archery, badminton, skating or square dancing. The activities take less time than did football, so there is a study hall for the seventh and eighth grades from 3:00 until 4:30.

TIMOTHY RHODES

ATHLETICS — HIGH SCHOOL

The varsity basketball team will conduct a basketball clinic in the High School gym on Tuesday, January 4th at 7:30 P.M. The purpose of the clinic will be to illustrate some of the techniques and rules of the present basketball game. All parents and friends are invited to attend.

M. J. MCCARTHY

* * *

More than 35 Fifth Grade Parents met for Christmas Toy Shop Activity in Miss Griffin's room on December 13. Following a dinner, which the children helped to serve, the parents assisted in pasting pictures into scrapbooks. The books, which will depict various phases of American life of interest to youngsters, will be sent to foreign countries.

The room had been beautifully decorated for the occasion by the children, under the supervision of Miss Griffin and Mrs. Ray Smith, fifth grade co-Chairman.

* * *

Again I wish to join with the students (who themselves worked untiringly) in thanking the many parents and members of the faculty for the generous and efficient help they gave us for the Christmas party on behalf of the European Friendship Exchange. The results of the evening were, we feel, most successful.

In all, sixty-nine boxes were packed, of which thirty-seven were sent to the College Moderne de Montivilliers, and the remaining ones to Holland and to the Lycee at Brest. One and all, we thank you most heartily for the fine effort and co-operation you gave so willingly.

KARLA LANDAU

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI February, 1949 Number 5

DO WE BELIEVE IN DISCIPLINE?

When the school first started this question was one of the most frequently asked. After we had been in successful operation for a good many years, it seemed to disappear from most people's minds, especially if they had any first-hand acquaintance with the way the school was conducted. It was obvious that the answer, both as to theory and practice, was "Emphatically, Yes!" Of late, however, the old query seems to have come up again often enough to warrant my discussing the issue in the columns of this issue of NOTES.

The answer is still the same; we do believe in discipline in this school most emphatically. The confusion that seems to have arisen, however, lies in the fact that the term "discipline" has many meanings and frequently this fact is not recognized by the very persons who are its most zealous and violent advocates. Let me attempt to make clear what we at the school mean by the discipline which we feel so strongly *is* essential to the development of a child's character.

Although even a High School dictionary lists as many as four distinct kinds of discipline, for the purposes of our discussion only two are pertinent, namely, on the one hand, *self*-discipline and control; and on the other, imposed and authoritarian discipline enforced from without. There is no doubt that the *object* of school and home training should be self-discipline. The question then arises, how does one induce this condition in a child? The solution of this problem is complicated by the fact that in the very young child all discipline and training is of necessity of the imposed or authoritarian variety. If, however, the object of his training is to create in him the power and habit of disciplining himself, this negative type of discipline must be supplanted by the other and positive type, and this must be brought about by gradually increasing the child's responsibility for his own acts as his capacity for reasoning and understanding the signifiance of his acts increases.

Child discipline as a part of child training should not consist largely of "thou shalt nots" and "verbotens" after the child leaves the primary school level. It should

be founded on mutual respect and faith in the child and the adult. This implies more emphasis on the positive attributes of building up good habits than the breaking down of bad ones, of teaching children the inherent reason for rules and laws and good old-fashioned consideration for the rights of others. The real reason for a good law lies in the situation causing the need. The laws of oak or electricity lie in the things themselves. Man's effort is in reality not so much to *make* laws as to *discover* the law that is inherent in the situation. The traffic laws are contained in the traffic conditions. Sometimes our law makers discover the true law the first time and sometimes it takes many unfortunate attempts before they succeed. The test is not that of who is the authority, but rather does the law work well? The days of authoritarian discipline are over; even in the army as we found during the war. The Prussian type of unthinking, unquestioning, blind obedience could not stand up against the understanding, willing, respecting, and no less instant obedience of our troops. Some of the European countries at first feared that the Canadian, Australian and American troops were lacking in discipline, for those troops had been taught to think for themselves and initiative had been carried to a point far beyond anything Europeans dared to risk in their own forces; but in the test of battle these same "undisciplined" .troops proved that these fears were completely groundless.

True discipline must study and respect the child's nature and his needs at each level of his development. It must respect the child's budding personality and allow freedom for his spiritual faculties. This includes freedom enough to make mistakes and to learn thereby. Too often the parent who is the greatest advocate of rigid and imposed discipline for his child is the very one who insists on protecting the child from the natural and normal consequences of his mistakes, thus depriving him of the right to learn a real lesson.

It would seem that as the child approaches maturity it is usually wise to allow enough freedom to bring about considerable apparent confusion and what often, to a casual visitor, looks like disorder. Order and discipline may easily be confused, but while the former is an outward form, the latter is an inward condition far more important if we are striving for self-discipline. The test of true classroom discipline, for instance, is what do the children do when the teacher is not present? Can they control themselves when she is not there? And particularly, do they feel the need for such control enough to bring it about? This attitude cannot be achieved in a fortnight. It is a gradual growth which comes only by practice, and that in turn requires enough freedom to furnish an opportunity for such practice.

On the other hand, this does not mean that children should be allowed to run wild, to disregard the rights of others, and to do whatever they please. No child would be satisfied with such an unhealthy and confusing environment for long. A child naturally craves truly educative and developing work; he is not content to do things which teach him nothing, confuse him, or stifle his spirit of growth and freedom. He is best satisfied when working steadily and co-operatively at tasks which are meaningful to him and in which he feels his teachers share his interests.

True modern, educational thought, far from disregarding the importance of discipline, actually places more emphasis upon it by insisting that it be real self-control and that it be not only enforced but understood. No real freedom is ever possible without self-discipline and self-control. One of the heritages of civilization to which every child is entitled is to know, understand and appreciate that under certain conditions instant, willing, and complete obedience to properly constituted authorities is essential to the happiness of all. It is the duty of the home and the school to see that every child frequently has the advantages of this essential experience. It has evolutionary significance. The child has a right to the true value and security of laws imposed and accepted by the group of which he is a member. He must continue in his growth, however, until he develops into reasoning and understanding obedience. To arrest him on the blind obedience level by giving him no chance to practice his own initiative or to make his own mistakes would be to repeat the mistake of the German nation in their pre-war philosophy of Prussianism.

It is not easy to bring children to the level of self-discipline, (many adults have failed to achieve it for themselves except in a very weak form) but we can at least strive for it by having the courage to risk allowing freedom from the authoritarian type of control and substituting for it control founded on respect and responsibility for the welfare of others. Certainly the chances for success will be greater if the home and school work together toward a common objective with mutual understanding and from a similar point of view. One cannot always at each age level, achieve self-control on the part of the children. When one fails, it is always possible to fall back temporarily on the old rule-by-force methods; but to do that permanently would be a way of training young totalitarians rather than future citizens of a democracy. Self-discipline would seem to be an essential factor in the success of the democratic way of life.

PERRY DUNLAP SMITH

For years the mounting toll of lives exacted by our automobile age has caused increasing dismay among those concerned with general safety and conservation of human life. During the war years restrictions on gasoline consumption tended to reduce both civilian driving and number of accidents, yet in 1946 when driving was still below normal, over thirty three thousand persons met death in automobile accidents in the United States alone, and in addition nearly one and a quarter million persons were injured.

In an attempt to reduce this terrific toll on human life, a few schools introduced in their curricula in the late '30's, courses in Safety. In these courses pupils were given an opportunity to study accident facts and figures, causes of accidents, and urged to suggest and study means and methods whereby the accident rate could be reduced. Emphasis with high school boys and girls came to center on the automobile, chiefly because of their great interest in and enthusiasm for driving, and because of the fact that their age group had the worst driving record as indicated by statistics. In fact, drivers 16 years old, it was revealed, had a driving record nine times as bad, in terms of fatalities, as persons 45-50 years old. Even slightly older drivers, in the 20-25 age group had a driving record twice as bad as the older group.

In the last two years, courses in Safety have been increasing greatly in number, spurred on by the fact that their work seems to have proven fruitful. One large city in Ohio made a fairly exhaustive study of several thousand of its high school graduates with respect to their automobile driving, and discovered that those graduates who had received driver training while in school were involved in just half as many accidents as those who had not received this training.

This year our school has started such a course in Safety. A beginning had to be made somewhere, and it was decided to start during the first semester with the boys, and in the second semester, with the girls of the Sophomore class. This class was chosen as it is the year in which most of its members become eligible to drive an automobile as prescribed by the state law.

The work of the course consists of classroom discussion, lectures and tests; of actual behind-the-wheel driver instruction in a car equipped with special dual controls (dual clutch and brake pedals) provided specifically for this purpose; and of certain psycho-physical testing devices by the aid of which pupils are enabled to determine their general fitness and aptitude for driving.

To date the course seems to have been added beneficially to the work of the Sophomore year, but it is definitely a probationary year for the course as it is being offered tentatively to determine whether or not it can serve a useful and valid purpose in our school.

LOWER SCHOOL

Owing to the kind and cordial invitation extended to our Child Study Group by Christ Church, *the meetings at school during January and February have been cancelled.* Those of us who met in the Art Library on January 6th felt that the six meetings planned by Christ Church, at which different speakers will give different aspects of marriage and home relationships, would be an excellent opportunity for us. Only the first of these meetings has taken place as this is being written. It more than justifies our decision to cancel, temporarily, our own.

We expect to have our child study meeting at school some Tuesday evening in March, when a synopsis of the six lectures may be our topic for discussion. Announcement of this will be made later.

The lectures at Christ Church Parish House are at eight o'clock on Tuesday evenings. Watch your Hollister papers for details about the individual lectures. Those in February are:

February 1st: Judge Edwin A. Robson of Cook County Superior Court.

February 8th: The Reverend James R. MacColl III.

February 15th: The Reverend I. Bell, Episcopal Chaplain, University of Chicago.

Members of the entire community are cordially invited.

GLADYS L. ADSHEAD

MIDDLE SCHOOL

The Middle School has a new activity group this year. It is called the Fix-it Group, and consists of five boys who can be counted on to do good workmanship without constant supervision. At first the group, with its faculty advisor, thoroughly examined the Middle School building, making a list of all the things that needed repair. An imposing list of improvements have been made. A partial list includes putting all wooden lockers in perfect working condition, fixing the flagstand, making a volleyball court, repairing leaking faucets. The boys are to be congratulated for their useful efforts.

MEMORANDUM

The Athletic Department has added another branch to its already ambitious program. It was found that the laundry bills for the many towels needed in the locker room were mounting considerably. "Doc" Anderson and "Mac" McCarthy have a practical answer. They were able to purchase, second-hand, a washing machine and dryer, so that from now on the costs of laundering towels will be cut to less than a quarter of what they have been in the past. In their spare moments during a busy week, one will be able to find these worthy faculty memebrs doing an heroic job turning out clean and snowy linens. Your incredulous correspondent assures you that "Doc" and "Mac" are filled with pride and happiness over their noble accomplishment.

SCHOOL CALENDAR

Tuesday, Feb. 1st: Basketball, 4 p.m. - Francis Parker - here

Friday, February 4th: Girls' Basketball, 3:30 p.m. - Kemper Hall - here

Saturday, Feb. 5th: Girls' Basketball, 10:30 a.m. - Roycemore - there
Ninth Grade Dance

Monday, Feb. 7th: Educational Series

Friday, February 11th: Lincoln's Birthday Morning Ex.
Girls' Basketball, 3:30 p.m. - Ferry Hall - there

Saturday, Feb. 12th: Basketball, 2 p.m. - Elgin Academy - here

Monday, Feb. 14th: 10th Grade Meeting

Wednesday, Feb. 16th: Basketball, 4 p.m. - Lake Forest Academy - there

Friday, Feb. 18th: Washington's Birthday Morning Ex.

Saturday, Feb. 19th: Basketball, Detroit University School at Detroit
Girls' Basketball vs. Grosse Pointe - there

February 19, 20, 21, 22 - Holiday

Wednesday, Feb. 22nd: School re-opens

Saturday, Feb.: Basketball, Milmaukee Country Day School at 1 p.m. - there

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI March, 1949 Number 6

THE QUESTION OF ENROLLMENT

The purpose of this article is to acquaint the parents of The North Shore Country Day School with an opportunity for possible service not only to the School but also to others in our community who have children in the age group requiring elementary and secondary education. Our school can operate most effectively by having the proper balance of boys and girls in each grade throughout the school. Having in mind certain imbalances which have developed in some of our grades as a result of the depression years when the birth rate declined, the faculty of the School recently made a study of our enrollment needs in the light of a small decline, particularly noticeable in the high school groups of both public and private schools. The faculty was requested to determine the ideal group size for each grade and the number of children needed next year to attain this size, with the correct balance between boys and girls. The study indicated that the maximum enrollment that our school could efficiently handle was in the neighborhood of 375 as against our present enrollment of 339. While in our Lower and Middle Schools most of our grades are filled and in proper balance, the second grade is quite small and there is need for boys in the current seventh grade and for girls in the eighth. In the high school grades where the low birth rate of the 1930s takes effect, there is room for a substantial number of students, both boys and girls, particularly in the present freshman and junior classes.

The reputation, standing and character of the School is so strong that for many years little or no actual effort has been made to stimulate enrollment in The North Shore Country Day School. Many parents have assumed that there is a waiting list in all grades. However, any well-run business is always on the alert to trends, and inasmuch as there is now this opportunity for increasing our enrollment, the Parents' Association is delighted to find one more way of performing a service for the School.

The Association has appointed the following Enrollment Chairmen for each grade in the school:

Jr. Kdg.—Mr. and Mrs. Talmadge Tribble, 2406 Marcy Ave., Evanston, UN 4-1146
Sr. Kdg.—Mr. and Mrs. Gilbert Scribner, 1000 Bluff Road, Glencoe, Glen. 240
1st Grade—Mr. and Mrs. James O. Bengston, 941 Club Circle, Glenview, Glenv. 499
2nd Grade—Mr. and Mrs. W. Prescott Miller, 428 Chestnut Street, WI 6-1628
3rd Grade—Mr. and Mrs. Charles A. Mortimer, 36 Woodley Road, WI 6-4253
4th Grade—Mr. and Mrs. John I. Dennehy, 37 Indian Hill Road, WI 6-0127
5th Grade—Mr. and Mrs. Herbert N. Woodward, 685 Ardsley Road, WI 6-0605

6th Grade—Dr. and Mrs. Wallace D. Mackenzie, 1140 Oakley Ave., WI 6-0197
7th Grade—Mr. and Mrs. L. W. Cook, Jr., 1151 Laurel Ave., WI 6-1150
8th Grade—Mr. and Mrs. John S. Hutchins, 250 Birch Street, WI 6-0250
9th Grade—Mr. and Mrs. Thomas C. Clark, 598 Lincoln Ave., WI 6-2355
10th Grade—Mr. and Mrs. Leonard B. Gilbert, 2708 Simpson, Evanston, GR 5-1854
11th Grade—Mr. and Mrs. Ewell Strong, 3229 Hartzell St., Evanston, DA 8-1854
12th Grade—Mr. and Mrs. Edward R. Adams, 200 Woodley Road, WI 6-0398

The function of this Ennrollment Committee will be to stimulate the activities of all school parents in developing interest in the School among their personal acquaintances who have children of school age. After such personal contacts have been made, names of prospective parents should be submitted to the Committee Secretary, Mr. Hanford, at the School (WInnetka 6-0674). Mr. Hanford will direct the mailing of printed matter which will give further information with regard to the School.

We believe that the framework thus set up should become a permanent organization within the Parents' Association which will constantly focus on enrollment matters. Many of us know how aggressively eastern preparatory schools solicit in the middlewest for prospective students for their schools. Therefore, it seems perfectly logical that we at least be on our guard to see that the unexcelled facilities of our school are known.

This space does not permit any detail with regard to why we send our children to North Shore instead of elsewhere. The parents of the School are our best endorsement. They know, for example, that here at North Shore, students have an opportunity to participate in *all* activities. In a larger school mere numbers make it necessary that only the best actors, singers and athletes represent the school in extra-curricular activities. They know that an adolescent boy or girl needs the steadying influence of his family far more then than at any other time in his life. They know that the record of North Shore's graduates in colleges throughout the nation has been outstanding. They know that North Shore is not a snobbish school for the simple reason that the school's size makes impossible the formation of cliques, whereas at large schools children of similar backgrounds frequently gravitate together. The scholarship program of the school is designed to maintain a democratic atmosphere and scholarships are granted to those children who will contribute to the school in strength of character and to those for whom the school can perform the greatest educational service.

The ratio of one carefully selected and skilled teacher to every nine students in the school brings forth the best in preparatory teaching. You all know other equally important reasons why our children are enrolled at North Shore.

In conclusion, the question of a full enrollment can best be answered by those who are most enthusiastic about the school, the parents of the children who are already here. It's not too early to plan now for the 1949-50 school year enrollment. Your fine co-operation will, I am sure, prove most effective.

H. K. Farrar, *President*
The Parents' Association

PRAISE FOR PARENTS ASSOCIATION

The remarkable efficiency and usefulness of our Parents Association Committee organization was demonstrated last month at the time of the Uta Hagen lecture. We had been fortunate enough, through the interest of two friends of the school, to secure Miss Uta Hagen, the star of the play "Streetcar named Desire", to come to the school to give a talk to the older students on the future of the drama in this country. The lecture was to be in the nature of an extra "dividend" to the regular subscribers of our Educational Series. We also invited other guests from among former patrons of the school whose interest in the drama we knew to be great.

The day before the talk, we received word from Miss Hagen that she had to attend an emergency meeting elsewhere to be held at the same hour, so that she would have to take the unprecedented step—for an actress—of asking that her appearance here be postponed. It was distressing for her to have had to do this, as there were only twenty-four hours left in which to notify the three hundred people who had been invited. To make matters worse, the weather was cold and the streets icy, so that it was imperative to prevent people from taking risks involved in getting to the school only to be disappointed.

It was decided to telephone the information as it was too late to use the mail. Through the Steering Committee, each grade group was contacted, the lists were divided among them and the notice went out. The result was that only three or four people found themselves inconvenienced—a very tangible evidence of how able our Parents Association is. Miss Hagen's lecture was postponed to February 17th when we welcomed her with great pleasure and interest.

PERRY D. SMITH

SEWING —— THE USEFUL HOBBY

The art of sewing has been handed down from our ancestors, but many people consider it a craft only of the skilled. However, in the last few years, home sewing has been rapidly on the increase in the United States. This is apparent by the enlargement of the yard goods section in most of the department stores and the opening of many small shops dealing exclusively in piece material.

This school has as one of its requirements for graduation the successful completion of courses in art, shop, stagecraft, music and others. There seemed to be a need for a course creating a new interest for girls of the junior class. The combination of need and interest resulted in the founding of this course in Feb., 1948.

Fortunately there was a little-used room for music practice on the second floor of Knollslea which was made available for the class. The costume committee also shares this room and has recently purchased a new steam iron for joint use. This fall the school added a new sewing machine to the original three.

Under the present program, each girl is scheduled for two periods a week, but the room is also available for use by anyone in the high school during free periods such as lunch and activity times. Included in the projects are such items as blouses, skirts and dresses, many of which the girls are now wearing to school

and parties. There is no limit to the things a girl may make as long as they are well done. One of last year's neophytes continues to show interest and asks for instruction on garments she is making at home.

The course includes selection of patterns, pattern alteration, cutting, assembling of garment—seams, darts, pleats, gathers, button holes, zipper installation and hemming—and pressing. These girls see a garment from the purchase to the day of wearing something of their own making. In addition to the regular class work, a field trip through several dress and suit factories in the wholesale district has been planned.

CALENDAR

Tuesday, March 1 — Meeting of Lower School Fathers - Walling Hall at 8 P.M.

Saturday, March 5 — Girls' Basketball vs. Milwaukee Downer
10:00 A.M. at Milwaukee

Monday, March 7 — Mrs. Schauffler of Friends Service at Morning Ex.

Monday, March 14 — Faculty Tea, 3:30 P.M., 6th and 10th grades;
Parents and Faculty invited. Mrs. Grant and Mrs. Sheesley will be hostesses.

Wednesday, March 23 — Opera dress rehearsal.

Thursday, March 24 — Opera Matinee.

Friday, March 25 and 26 — Opera at 8:00 P.M.

Monday, March 28 — Educational Series: Louise Leonard Wright.

Wednesday, March 30, 31, and April 1 — Senior Third Term Exams
during class periods.

Note: College Board Exams for Seniors take place April 9.

Note: Mrs. Wright, who is speaking at the Educational Series this month, is a member of the United States National Commission for UNESCO and attended the First General Conference at Paris in 1946. She was alternate delegate from the United States to the Second General Conference at Mexico City in 1946 and will attend the Third General Conference in Beirut, Syria in November of this year.

Memorandum: A letter from JOHN MASON BROWN

Dear Mrs. Wilcox:

The rigors of the past two weeks have made it impossible for me to write. I trust you will forgive my silence. I do want you to know how thoroughly I enjoyed being once again at the North Shore Country Day School. That is a wonderful audience and a wonderful school.

With all best wishes to you,

Yours cordially,

JOHN MASON BROWN

URGENT NOTICE!

Mr. and Mrs. Marsh are searching for a small unfurnished apartment. They would appreciate it very much if anyone could supply them with any leads.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI April, 1949 Number 7

OUR COLLEGE ENTRANCE RECORD

Many parents who entered college under the regulations and restrictions which were the accepted practice of all the better colleges prior to 1940 have had little opportunity to know how much the whole picture has changed, not only in the letter of the law but particularly in its spirit and interpretation. They have, of course, heard that changes have taken place. They have also usually heard that it is now much harder to squeeze through the college gates than it used to be, which is certainly true, — and so, in their anxiety and determination to get their offspring into college, they attempt to bring into play the techniques and procedures which were in vogue in their own day and which in some instances were successfully used in their own cases. Unfortunately, these methods no longer apply and are often decidedly detrimental to the student's cause.

What has actually happened in the last ten years is this. Our school, together with four other so-called experimental secondary schools, after having prepared students successfully for the better eastern colleges for years, and having been not infrequently told by their admissions officers that our graduates seemed to be better fitted for college life than those of the more orthodox and formal preparatory schools in such matters as initiative, intellectual interests, and purpose, approached the colleges with the suggestion that if we were not so inhibited by the restrictions of the old-fashioned entrance requirements, we could produce even better results in the thoroughness and completeness of our students' preparation. After considerable discussion and many conferences, our suggestion was accepted by most of the best women's and men's colleges, and we were given eight years to show what we could do under a more liberal set of requirements. This was the famous "Eight Year Experiment".

When it had been finished, a careful survey was made of its results by a committee set up and financed by the Carnegie Foundation and the General Education Fund. The result was that most of the recommendations requested became part of the admissions program and policy of the better colleges throughout the country.

At the same time, the war brought drastic changes in procedures. The date of the college examinations was moved up to the early part of April instead of the latter part of June. The type of examination was changed to the multiple-choice-

answer type which allows all the examinations to be given in a one-day sitting of three hours in the morning and three more in the afternoon; and the Scholastic Aptitude Test was perfected. This latter examination attempts to reveal the student's natural ability to learn from books and lectures, not only in the fields of English, social sciences, and foreign languages, where verbal ability counts most, but also in the mathematics-science group, where what is now called "quantitative" ability is important. A separate score is reported for each of these two powers.

Another important factor in the changing of the entrance policies was the fact that, under the Army and Navy student programs, many men were admitted to the better colleges coming straight from the fleet or from long service in the field, who did not meet the technical peacetime requirements of courses and units. In normal times, they would have been refused admission, and yet their records in college proved to be better, if anything, than those of men of comparable ability who entered in the regular manner. This gave the admissions deans food for thought.

The total result has been that the whole admissions procedure has changed. It is far more comprehensive than it was. They want to look at the whole boy or girl and his entire experience, including his family life and home environment, as well as his school record. They ask about his emotional balance and adjustment and also about the atmosphere of his home. They are particularly concerned about his real interest in learning and his ability to plan his own time and to work without adult supervision, and they ask for examples of such behavior to prove the point. With girls they are anxious to know about absences due to illnesses, which is sometimes a shock to parents who have formed a habit of expecting consideration and allowances to be made for a girl who misses school frequently because of ill health. The colleges do not consider a girl ready to come to them until she has solved such a health problem.

Concerning subjects, the schools are now given great freedom. It is the ability of the student to work and progress in the field rather than the information that has been stored away that interests them most. No single criterion, such as examination marks, or school grades, or rank in class, is considered alone. Each of these is studied in relation to all the others, and a complete picture of the student as a whole results. These changes are, of course, most welcome to us at North Shore, for we have been working on these very principles from the beginning. Our whole school philosophy emphasizes these points. It is not surprising, therefore, that we have been gratifyingly successful in the admissions of our graduates to the better colleges since the war. Last year, for instance, we had the largest group of applicants for Smith College we have ever had, — six in all, — and every one was admitted, which does not happen in many schools these days. The total figures for college admission of our graduates of 1947 and 1948 are as follows:

For the girls — Radcliff — 1
Sarah Lawrence — 1
Smith — 8

For the boys — Williams — 3
Harvard — 1
Princeton — 2

Vassar — 4
Wellesley — 2
Bryn Mawr — 1
Connecticut — 2
Mills — 1
Mount Vernon — 1
Bennett — 2
Pine Manor — 8
Rockford — 1
Briarcliff — 3
Wells — 1
Wheaton — 1

Darmouth — 3
M.I.T. — 1
Brown — 4
Northwestern — 1
Colgate — 2
Oberlin — 1
Grinnell — 1
Colorado — 1
Amherst — 1
Knox 1
Trinity — 1
U. of Virginia — 1
Lehigh — 1
Duke — 1
Palos Verde — 1

Of course, not every student is equipped by nature to benefit from all colleges. A student must select an institution which is suited to his or her capacities or temperament. The School does its best to advise and counsel with the parents and pupils in making a wise choice. Ordinarily students who rank in the third or fourth quarter of their class should consider colleges where the academic standards are not too severe and where opportunities to take courses in non-academic subjects are ample. There are many such colleges and the value of experience there is highly satisfactory in bringing to its fullest expression the latent potentialities of their individual pupils.

PERRY DUNLAP SMITH

MIDDLE SCHOOL

Some of the seventh and eighth grade pupils are taking a trip to Washington from March 30 to April 3. Mr. Steel is in charge of the group and has been helping the children plan where they will go and what they will see. As we have connections with a navy captain, our congressman, a senator and a lobbyist the trip should give the children an opportunity to gain some understanding of the machinery of government as well as a chance to see the famous buildings of the capitol.

The children will go by train to Washington and do sightseeing by bus. Mrs. Patrick and Miss Deane will help Mr. Steel in taking care of the group.

A series of square dance parties is being arranged for the seventh and eighth grades, on April 30, May 24 and June 14.

TIMOTHY RHODES

LOWER SCHOOL

The fifth grade will leave Thursday, May 19, for two days in Springfield, Illinois. They will spend all day Friday in New Salem, making real their study of Abraham Lincoln and his times. They will return to Winnetka Friday night.

The child study group of the kindergarten parents will meet on Tuesday evening, April 26th, at eight o'clock, in the junior kindergarten room. This meeting is for mothers and fathers and we hope that many will be able to attend.

GLADYS L. ADSHEAD

TWELFTH GRADE PARENTS MEETING

The twelfth grade parents will meet on Tuesday evening, April 26th at 6:00 p.m., in the school lunchroom. Dinner will be served and plans for the senior stunts discussed.

ART EXHIBIT

The oil paintings by Mrs. Garada C. Riley of Highland Park and Mrs. Elizabeth Engelhard of Winnetka will remain on exhibit until spring vacation. The paintings are hanging in the reception room of Knollslea Hall and in the foyer of the auditorium.

Garada C. Riley studied at Chicago's Art Institute with Leon Kroll, later with Dasburg in Taos, and for a year in Paris with Jean Marchand and Andre L'hote, the latter a modern who has exerted great influence.

Elizabeth Engelhard also studied at the Art Institute and at Saugatuck with Francis Chapin. Both Mrs. Riley and Mrs. Engelhard are regular exhibitors at the Chicago Art Institute annuals.

Mrs. Riley and Mrs. Engelhard were guests at the faculty tea on March 14 given by the sixth and tenth grade mothers.

VARSITY BASEBALL SCHEDULE

Monday, April 18	Francis Parker	There	4:00 p.m.
Saturday, April 23	Open		
Wednesday, April 27	Lutheran High School	Here	4:00 p.m.
Saturday, April 30	Milwaukee Country Day School	Here	2:00 p.m.
Saturday, May 7	Lake Forest Academy	There	10:30 a.m.
Saturday, May 14	Lutheran High School	There	2:00 p.m.
Friday, May 20	Lake Forest Academy	Here	4:00 p.m.
Wednesday, May 25	Francis Parker	Here	4:00 p.m.
Saturday, May 28	Milwaukee Country Day School	There	2:00 p.m.

CALENDAR FOR APRIL

April 8-18 inclusive — Spring vacation
April 9 — College Board examinations for Seniors at New Trier High School
April 25 — Faculty Tea, Knollslea Hall at 3:30.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI May, 1949 Number 8

GOVERNMENT REGULATION OF SCHOOLS

Over the last sixty years there has been a steady increase in the number of regulations which the government imposes on business and trade. This is a trend which has been good in many of its particulars, but its dangers have been clearly apparent to thoughtful people everywhere. In the academic world we are now faced with possible government regulation and licensing of schools, which could be most dangerous to academic freedom and to the kinds of teaching which will develop a strong citizenry.

The Board of Directors of the School, almost twenty years ago, took its stand against this sort of stultifying restriction in a dispute with the accrediting association of the Middle West, i.e., the North Central Association of Schools and Colleges. While this association has worked long to raise the level of training among teachers, its worthy purposes have been offset by resort to bureaucratic regulation of the amount and type of education which all teachers must have. The central figure in the dispute was a young scholar of such unusually promising ability that not only was he pronounced to be one of the best young teachers he had ever seen by the official inspector, but also he was snatched away from us during the controversy by the University of Wisconsin.

On the one hand, he was a fine teacher, thoroughly prepared in the field of Latin, and held degrees and highest scholarly honors from a university of top rank in the Association itself. On the other hand, his academic background did not include sufficient courses in pedagogy to satisfy the technical requirements of the Association. Strict adherence to the regulations in question would have interfered with maintenance of the highest standards of the School. Our request for a waiver of these requirements was refused. Therefore, we withdrew from the North Central Association as a protest against such a stifling kind of bureaucracy.

Our withdrawal precipitated that of several other schools, notably the Francis W. Parker School and Lake Forest Academy. Once outside of the Association, it is our responsibility to remain academically strong, and to show that we benefit from the freedom from regulation. Without the supporting arm of the North Central Association, the School has gone on to choose faculty members of unusual ability and to maintain academic standards beyond suspicion in the eyes of the public.

Toward this end, we were one of the co-operating schools which set up the Graduate Teachers College of Winnetka. This is a small group of young men and women, carefully chosen from good colleges, whose training consists of a year of scholarship backed by discussion with men in the field of teaching and by apprenticeship in a classroom. Interestingly enough, their work was so spectacular as to draw the attention of educators in other parts of the country, and finally to result in the Teachers College being granted the right to award the degree of Master in Education, a degree which has, in turn, been accepted by the North Central Association. Thus not only has the stifling effect of bureaucractic regulation been avoided, but also the bureau has come to honor the methods of teacher education which were first established in protest.

How much regulation of academic circles on the part of the government can result in good? In a free society the answer to this question belongs rightly with the people of that society. We are now faced with a division of opinion in the State of Illinois on this very matter. There are some among us who would, by state law, subject the schools to regulation in the realm of thought. Those of you who have followed in the newspapers the course of the so-called Broyles Bills in our state legislature know that we must balance the evil of possible subversive doctrine against the equally dangerous thought-control of a centralized state. The bills, themselves, purport to eradicate Communism from the schools of Illinois, an objective which we all admire. Unfortunately, in their wording and in the nature of such a control there is likelihood that they would succeed only in the establishment of another bureaucratic gesture in this direction. Administration of such a gesture would be left in the hands of men who would be asked to determine the line between controversy and indoctrination. In actual practice such a line must be drawn as much in the realm of purposes as in the realm of practices, and this will never be determined by a visiting investigator.

Harold Stassen, as president of the University of Pennsylvania, has stated that he is opposed to attempts through government legislation to restrict teaching. He believes that teachers should be free to discuss with their pupils controversial subjects, and particularly Communism, so that they may teach their pupils more completely what our enemies believe, and hence be better able to offer intelligent opposition to them. President Conant of Harvard and General Eisenhower of Columbia have both put themselves on record publicly as advocating the study in our schools of the principles of Communist theory, as well as those of Capitalism. Governor Dewey said in his speech at Portland, Oregon, last May, "If you say, 'let's outlaw Communism and preserve our liberties', and you say it fast enough and don't think, it seems to make sense. But, my friends, it makes no sense. You cannot do both, and no nation in all the history of the world ever succeeded in doing it". This seems to be a re-wording of Jefferson's famous idea that the people in a democracy, given full access to information, will choose their own course wisely.

All teachers that I know, and certainly all on the school staff, are deeply prejudiced in favor of democracy. We cannot help it, for it is imbedded in our very being; it is the one prejudice we freely accept. We do not feel we can be true to our democratic duty to recognize and respect differences of opinion or ideas, nor to the responsibility entrusted to us as teachers to help our pupils seek and find the truth for themselves, unless we are free to discuss controversial issues with them as fully as they can understand them.

This conviction offers the key to the problem of Communist indoctrination in the schools. Once a teacher or a school has accepted the responsibility to uphold the best in our American democratic tradition, there can be drawn no one-sided picture of society. Indoctrination in any creed or system of opinion would label a teacher as incompetent to uphold the responsibilites of his position in a democracy.

We need no addition to our law to make it possible to dismiss a teacher for incompetence. If there are any among the profession who use their positions as teachers in an attempt to convert students to their own way of thinking, then those people are incompetent in the eyes of their own profession. The highest ideals of the academic world and of Democracy place upon the teacher a responsibility to teach pupils how to think through problems for themselves, how to arrive at their own conclusions, and how to respect the rights of others to hold their own conclusions.

PERRY DUNLAP SMITH

REPORT OF ENROLLMENT COMMITTEE MEETING

At a special meeting on Monday, March 28th the Executive, Steering, and Enrollment Committees of the Parents' Association heard discussions of the question of enrollment by Mr. Arthur D. Chilgren, President of the School's Board of Directors, Mr. James L. Allen of the Executive Committee of the Board, Mr. Holden K. Farrar, President of the Parents' Association, and Mr. Hanford, Treasurer of the School.

Mr. Chilgren explained the background of the development of the Enrollment Committee as a permanent unit within the Parents' Association. The recent emphasis in parent effort on matters other than enrollment, such as the Debt Retirement Campaign, the lower birth rate of the early 1930's, and the current tightening of the economic situation have all contributed to the need for stimulation of parent interest in this direction. Out of a discussion of these problems in a recent Board of Directors meeting came Mr. Farrar's suggestion that the Parents' Association could offer another service to the School through the organization of a permanent Enrollment Committee.

Highlight of the program was Mr. Allen's discussion of his personal reasons for sending his children to the School. Prefacing his remarks with the reminder that the formal academic program of the School has proven itself through the

outstanding record of its graduates in colleges all over the country, he set forth the following six points. First, the size of the School is such that every child has the opportunity to know all the children in the School. In his own family, Mr. Allen's twelfth and eighth grade daughters know the same persons and have the same general interests that would so often be lacking if the girls were in larger schools. Second, Mr. Allen praised the fine work habits that are developed by our students. He noted that while it is human for adults and children to approach work as an ordeal, he has been amazed at the spirit and responsible attitude with which our pupils approach their studies — an attitude which is new to him and which carries over into the extra-curricular activities of the children. Third, there is a common bond between parents and children in the School which welds an interest in day-to-day-activities which is becoming increasingly important in these days when modern life has eliminated so many of these common family interests. Fourth, at North Shore all children have the opportunity to participate in all activities. Boys who would never make a regular high school team have the opportunity to represent the School and to develop what abilities they have rather than to have them untapped. The same may be said for participation in the class plays, the annual opera, and other similar extra-curricular activities. Fifth, Mr. Allen commented most favorably on the democratic atmosphere of the School and on the fine way in which new children are assimilated by their classmates. There are no cliques such as are formed by children in larger schools. Sixth, Mr. Allen voiced his appreciation of what the School has done for his children in terms of their willingness to accept responsibility, their loyalty to the School and their associates, their fine work habits, their breadth of interest in the problems of our times, their respect for their teachers, and their generally wholesome attitude. To accomplish these results, Mr. Allen stated his belief that they must come from sound policy and academic program given life and meaning by an excellent faculty and administration.

Mr. Hanford next presented the statistical picture grade by grade with the suggestion that each of the grades in the School strive to bring to North Shore next year at least seven new students. Particular emphasis should be placed on interesting boys in the current seventh and fifth grades, girls in the current eighth, and both boys and girls in the second and ninth grades.

Mr. Farrar then led open discussion of the problem from the floor. While it was realized that parents must overcome a natural reluctance to approach friends in an attempt to try and interest them in something new, the most effective means of bringing new families into the School was believed to be by individual action by our parents among their friends who have children who would benefit from the type of education offered by The North Shore Country Day School. Other means of bringing the School to the attention of new families through such group activities as the spring meeting of the Parents' Association, grade meetings, May Day, teas and so forth were also discussed.

The success of the Enrollment Committee in these initial stages will most directly depend upon the cooperation extended to it by all members of the parent body of the School. In the final analysis the parents are the ones who determine in what form the School is to exist. Parent interest in as well as work on the problem of enrollment is not a new concept. Actually it is a function which for a number of reasons has in recent years been pushed so far into the background that it now finds itself in need of extra stimulation.

PARENTS' ASSOCIATION MEETING

The annual spring meeting of the Parents' Association will be held on Wednesday, May 11, in the School Auditorium at 8:00 p.m. The topic for the meeting will be a reassessment of the School's stand and practice with respect to academic freedom and the School's responsibilities in the use of this freedom. Certain implications of this subject are discussed by Mr. Smith in this issue of the NOTES. Teachers and parents of the School will discuss various aspects of this timely question. Parents, alumni, and friends of the School are invited and urged to attend. Following the meeting, refreshments will be served in Walling Hall.

MAY DAY

The May Day celebration this year will be on Friday, May 13th, from 10:40 to 12:30. The sophomore girls, under the chairmanship of Dr. Landau, are in charge of all the preparations, planning the entertainment, taking care of the printing of programs, decorations and seating of the grades. The sophomore boys will help with the cleanup and distribution of refreshments. The sixth grade, assisted by the seventh and eighth grade girls will give "Robin Hood", a play with music. The ninth, tenth and eleventh grade girls are inviting a group of children from the Polish settlement in Chicago and a group of little colored girls from the Emerson School.

The May Queen is Ruth Allen. Her attendants are Midge Chase and Joan Hauser. The whole school will honor the May Queen and her attendants by dances on the green.

Parents will bring picnic lunches for their children and guests. Coffee and ice cream will be provided.

KARLA LANDAU

The Senior mothers are asked to meet Miss Wied in the Arts Library immediately after the picnic on May Day.

SENIOR PLAY

The seniors have selected for their play "The Skin Of Our Teeth" by Thornton Wilder. It will be presented Friday and Saturday evening, May 20th and 21st. in the school auditorium.

The play is a comedy which tells of the life and troubles of the Antrobus family of Excelsior, New Jersey, and through them of the life and troubles of the whole human race.

The casting and planning for the play began while the Opera was still in progress, the play was read in Mr. Thomas' English 1V classes, and, under Mr. Smith's direction, the seniors have been rehearsing diligently ever since returning from spring vacation.

J. C. MARSH

LOWER SCHOOL

The May meeting of the Kindergarten Child Study Group will be on Tuesday evening, May 10th, at eight o'clock in the senior kindergarten room. This will be the last meeting of the year. In preparation for the meeting will each parent please read chapter 4, "The Most Common Mistakes in Child Training" in "Challenge to Parenthood by Rudolph Dreikurs. Please write questions that arise in your minds for discussion of this chapter and mail them to me by May 2nd.

"Challenge to Parenthood" and "Challenge to Marriage", both by Rudolph Dreikurs, are handbooks well worth owning.

GLADYS L. ADSHEAD

FACULTY TEA

Mr. Herbert W. Kochs, chairman of seventh grade, and Mr. Lawrence H. Selz, chairman of fifth grade, will be hosts at a tea for parents and faculty on Monday, May 9th, at 3:30, in the Arts Library.

Because we feel that Ramsey Duff's many friends would enjoy having a copy of some of his work, we are enclosing with this issue of NOTES a reprint of his article "Record Roundup - 1948" which appeared in the "Horn Book Magazine" for November - December, 1948.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XI June, 1949 Number 9

AVE ATQUE VALE

By the time this issue of "Notes" reaches its readers there will be but one week of school left for the Upper School and the Lower School will have completed its term. It hardly seems possible that the year can have passed so quickly and that we are once more about to set out for the summer vacation where we may renew and gather together our forces so that on September 15 we may again reopen the school for what we hope will be one of the best and most satisfactory years of the School's existence.

Next year will be our thirty-first year, which surprisingly but quite naturally means that when these remarks are in the hands of our patrons and friends the School will have completed thirty years of service to the community and to the cause of the education of young people in America. Our thirtieth year has been an an active and an enjoyable one; but one, too, which has contained both tragic blows and severe losses. The sudden death of Mr. Ramsay Duff was the greatest of these. It will be a long time before anyone approaching him in moral and intellectual stature as well as unswerving devotion to good taste and true understanding of value of great music to growing children can be found. He has brought the music department of this school to a point undreamed of in most other schools and not surpassed in any. The greatest tribute to his work, it seemed to me, was the way the students rallied from the shock of his sudden death and unhesitatingly demanded that they be allowed to show how well he had taught them and how much he meant to them by carrying on with the performances of the opera as they knew he would want them to do.

Mr. Duff's absence will be a great loss to the school and the mere thought of his not being here next year deeply saddens all our hearts. At such a time we must, however, strive rather to remember how lucky we were to have had him with us all these years and resolve to do our best to see that the high standards he built into the school are continued and maintained. Let us rather rejoice in our common good fortune in having had the benefit of his presence, his long and loyal devotion to the school and his personal friendship with each of us. Such a valiant spirit does not leave a school when its owner is called elsewhere. Something of him will cling to its walls and live in the hearts of its children forever.

Another severe blow to the school was Mr. Anderson's decision to retire from teaching and active membership on our staff at the end of this year. He has been with the school for 29 years at the head of our Physical Education Department. What he has given the School and built into it in patient, loyal, and inexhaustible strength and devotion to the best interests of the boys and girls who worked under him is incalculable. He has literally given so much of himself to the children each succeeding year that he has been a perfect example of his own frequent admonition to his football team to "play each play as though it were going to be your last". The School's debt to "Doc" is heavy and well nigh impossible to repay, were it not for another great blessing of his character, — the complete and unselfish satisfaction and enjoyment he takes from each of the successes of his pupils both while they are here and afterward in life. No pupil of his ever leaves the warmth of his active interest and friendship and no man ever had a greater host of devoted and faithful friends. In his case, too, we who will carry on next year must fix our attention on the great things that he has done for each of us and for the school and realize how much better the school is and will be because such men as these have been so vital a part of its being. We will be steadied and inspired in the years to come by the thought of what they brought to us and have left with us. They are a part of a common inheritance that brings us all closer together in our School family. Fortunately, Doc will not be far away and we hope he will visit us often. We will lean heavily on him for help and advice whenever we can. We wish him the best of luck and all the quiet and relaxed leisure he can absorb, although it is hard to believe that wherever he is Doc will take life easy or be anything but vigorously active.

These have been the saddening factors of our thirtieth year, but in spite of them the year has been outstandingly good, in fact, one of the best years the school has ever had. In the first place, we have had the advantage of the services of Mr. Anderson and Mr. Duff when they were at their very best; the former throughout the year and the latter until almost the last quarter. This was strengthened by what has seemed to be the ablest and most intelligently active faculty the school has ever had. The fact that the enrollment was somewhat smaller than it has been, reduced the size of individual classes and made it possible for this very unusual group of teachers to do far better work than they otherwise could. The smaller size of the school has also intensified its family spirit in a most beneficial way. There has been less difficulty with problems of discipline and a far greater opportunity for personal interest in the problems of the individual student than would otherwise have been true. Much of this has been due to the unusually able leadership and loyalty to high motives of our present Senior Class. They have done an outstandingly good job. The academic and cultural standards of the student body have risen perceptibly as a result. It is too early, of course, to have final results of the college entrance applications, but to date (which is May 16) more than two-thirds of the seniors have received acceptances from one or more colleges each. The remaining one-third have applied to colleges which do not notify candidates until the very end of May or early June.

The College Board Examination results of the April session have just come in and are gratifyingly strong, with the results of the English test in particular giving evidence of such brilliant writing as to indicate the soundest and most thorough preparation.

Last but not least, the increased interest, help, and understanding that has been given the school by the parents has proven to be not only of the greatest value to the students and faculty, but has been a great source of pleasure and gratification as well, for which we are all deeply grateful. With such collaboration we may look forward to our next year with confidence, courage, and contentment.

PERRY DUNLAP SMITH

* * *

It seems only fitting that this last issue of Notes for the year 1949-50 should contain an article announcing the opportunity for participation by all friends of the School in a program described by Mr. Smith in the first issue of the year. Last October Mr. Smith pointed out that when he first accepted the post of headmaster, he did so "on condition that the governing body do all that it could to take into the school all pupils whose families believed in its principles". The Board of Directors agreed in those early days that preservation of the democratic spirit of the school would be essential to its continuing success. To this end a fixed tuition plan modified by scholarship grants was adopted.

Nevertheless, while the Board of Directors has since the first day in September, 1919, provided for scholarships in considerable numbers, the existence of the Scholarship program has remained relatively little known. Lack of wider knowledge of the program has resulted from the fact that the identities of students receiving these scholarships are known only to the Headmaster and to the Scholarship Committee of the Board of Directors.

Because of the recently expressed desire of a few close friends of the School to see established some worthy project to which they might make an annual contribution in appreciation and support of what the School is doing, the Board of Directors decided to make formal announcement of the existence of the Scholarship Fund. A pamphlet "Scholarships in a Community School" was prepared explaining to all the operation of the scholarship program. These friends made an original contribution of $4,150. To date, merely as the result of the publication of the pamphlet in April, nearly one quarter of this amount has been given by others. I hope that you will all take another look at "Scholarships in a Community School". I believe the program deserves the support of the School community.

The presence of a French girl in this years' Senior Class has been invaluable to her classmates in bringing them into a closer understanding of the French people. This fact, taken with the School's basic objective of training our boys and girls to be effective citizens of our democracy and of the world, has been the underlying factor in the Board of Directors' recent action in authorizing the annual award of

a scholarship to a foreign student. This award comes also for the students as a natural outgrowth of the series of exchanges of letters and gifts which have taken place in the past between North Shore students and pupils in schools abroad.

Through the organizations existing for the purpose of arranging international student exchanges, steps are now being taken to put the program into effect in the school starting next September.

GEORGE H. HANFORD

* * *

On April 30th Miss Deane, Mr. Howe and Mr. Thomas attended the English Section meeting of the Private Schools Association of the Central States. At this meeting, Mr. Thomas served on a panel to discuss the topic: "The Objectives of Teachers of English at the Secondary Level," as presented by Dr. Stewart Gordon of the University of Chicago. The meeting also discussed secondary school English in relation to college entrance requirements. Dr. Carlton Wells of the University of Michigan and Dr. Scott Eldridge of Carlton College were the chief speakers on this subject.

CLEVELAND A. THOMAS

* * *

We want to thank all the parents for the many lovely flowers they brought us for May Day and for the many other ways in which they helped us complete our plans for the day. We particularly wish to express our appreciation to the parents who helped us so generously with the costumes and who served on the refreshment committee. Our sincere thanks to all of you.

KARLA LANDAU

SPRING HAPPENINGS IN THE LOWER SCHOOL

The first sign of spring came when the first grade tapped the maple trees on Knollslea hill and made many trips to collect the pails of sap. After a great deal of boiling the sap yielded a pint of maple syrup. This was augmented so that the first grade and their parents could enjoy a waffle party.

An away from school trip was made to the lagoons to get frog's legs. This odyssey was told spontaneously by the first graders in pictorial and verbal form during the days after the trip. Pictures and stories about the trip were displayed in sequence in the hall of Walling and were enjoyed by many, including the parents who attended the spring meeting of the Parents Association.

Easter brought four ducklings to the junior kindergarten and three rabbits to the senior kindergarten. The children have had many happy experiences in learning how to care for these animals. Senior kindergarteners, especially have been ready to develop real responsibility in regard to feeding their rabbits and keeping the cages clean.

The second grade interests have extended to the discussion of primitive peoples and how they lived. A trip to the Chicago Museum of Natural History clarified their ideas.

Part of the extension of the American scene of the past in the third grade this spring included an interest in cowboys and life in the Southwest. Square dancing and singing in music periods, hearing stories of Paul Bunyan and Pecos Bill, making puppets and writing a play about them, and seeing movies of the Southwest all have enriched the third grade's study and understanding of America.

In preparation for their trip to Springfield in May with Miss Griffin and a number of parents, the fifth grade went to the Chicago Historical Society. Lincoln and his times and a study of the presidents have been a rich and vital interest.

Construction of the sewer on Greenbay Road has intrigued the fourth grade. The class has watched the men and machines working almost on the doorstep of the school.

The Lower School May picnic took a somewhat different form this year, beginning with an organized activity program of stunt races and tumbling for all grades and followed by a picnic supper on the field for children, parents and faculty.

GLADYS L. ADSHEAD

THE PARENTS ASSOCIATION

Officers for the year 1949-1950

President, Mr. Holden K. Farrar.....1206 Tower Road, Winnetka 6-3563

First Vice President, Mr. Calvin F. Selfridge..1133 Pine Street, Winnetka 6-0495

Second Vice President, Mr. George E. Booth..12 Indian Hill Road, Winn. 6-0688

Secretary, Mrs. Locke L. Murray.....93 Indian Hill Road, Winnetka 6-2121

Grade Chairmen

First Grade, Mrs. William J. Sinek.....21 Locust Road, Winnetka 6-1821

Second Grade, Mrs. W. Prescott Miller.....428 Chestnut,Winnetka 6-1628
Mrs. Stanley V. Ekman..1857 West Ridgewood, Glenview 1269-R

Third Grade, Mrs. Talmadge Tribble.....2406 Marcy, Evanston, Un. 4-1146
Mrs. Gail S. Phillips....832 Forest Avenue, Wilmette, Wil. 2753

Fourth Grade, Mr. James Shannon.....1412 Ashland, Wilmette 1853
Mrs. Talcott Griswold.....101 Thorntree, Winnetka 6-3456

Fifth Grade, Mrs. Egil E. Krogh.....150 Linden Ave., Winnetka 6-3513
Mrs. John N. Ott, Jr.....85 Hibbard Road, Winnetka 6-1391

Sixth Grade, Mrs. James W. Alsdorf.....78 Indian Hill Road, Wilmette 725
Mrs. William J. Griffin....27 Indian Hill Road, Winnetka 6-2875

Seventh Grade, Mrs. V. C. Farwell.....606 Maple, Winnetka 6-5039

Eighth Grade, Mrs. Talcott Griswold....101 Thorn Tree Lane, Winnetka 6-3456

Ninth Grade, Mrs. Tilden Cummings.....322 Woodstock, Kenilworth 2337
Mrs. James L. Allen.....596 Oak, Winnetka 6-1822

Tenth Grade, Mrs. Boyd N. Everett.....513 Walnut, Winnetka 6-2230

Eleventh Grade, Mrs. W. Donald Roberts.....249 Woodlawn, Glencoe 1926

Twelfth Grade, Mrs. Donald Jones.....535 Ash, Winnetka 6-0374

CALENDAR FOR JUNE

HIGH SCHOOL

Thursday, June 2, Friday, June 3, Monday, June 6, Tuesday, June 7; Examinations

Friday, June 3, at 6 p.m. Tenth grade picnic at the home of Mrs. Charles Moyer, Sunset Ridge Road, Northfield.

Saturday, June 4, College Board examinations for Juniors at New Trier High School.

Wednesday, June 8 at 1 p.m. Senior Luncheon. Guests will be students, parents of the Senior class, Faculty, Alumni, Directors and their wives.

Wednesday, June 8, at 2:30 p.m. Senior stunts. Guests will be students, Parents, Alumni, Faculty, Directors and their wives.

Wednesday, June 8, at 6 p.m. Eleventh grade picnic at the home of Mrs. William J. Sinek, 21 Locust Road.

Thursday, June 9. Classes until 10:45. Commencement rehearsal. No luncheon served at school.

Thursday, June 9, at 6 p.m. Ninth grade picnic at Harms Woods.

Friday, June 10, at 3:30 p.m. Commencement.

Friday, June 10, at 6 p.m. Twelfth grade picnic at the home of Mrs. Edward R. Adams, 200 Woodley Road.

Saturday, June 11, at 9 p.m. Junior Prom.

MIDDLE SCHOOL

Friday, June 3. Middle school closes at 3 p.m.

Saturday, June 4, at 6 p.m. Seventh grade picnic.

Saturday, June 4, at 6 p.m. Eighth grade picnic at Mrs. M. W. Patrick's farm in Dundee.

Monday, June 6, at 12:30 p.m. Middle school luncheon.

Monday, June 6 at 5:30 p.m. Seventh Grade Picnic at the home of Mr. and Mrs. Philip Atwood, 44 Locust Road.

Thursday, June 9. Sixth grade picnic at the home of Mrs. Frederick Reed, 2067 Willow Road, Northfield.

LOWER SCHOOL

Friday, June 3, at 10:50 a.m. Lower school closing exercises. Lower school will be dismissed at 11:40. No lunch served at school.

NOTICE TO PARENTS

During the school year many articles of clothing have accumulated in the Lost and Found department. When you are at school please go to the office and see if any of these things belong to your children.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII October, 1949 Number 1

OUR SECOND THIRTY YEARS

The school is now safely launched upon the second thirty years of its existence. The problems faced by the founding parents just thirty years ago were formidable but they were met with conviction and courage by the parents, the teachers, and the students and were successfully overcome. These problems were easier than the ones that we face today only in that they were more tangible and clear-cut. In those days, we thought that at least we knew what we were doing.

Today we, as parents and teachers, and even more as students, are facing even more difficult and confusing crises. It is very hard indeed to be sure or clear-cut in our thinking or in our analysis of what it is that we are facing. All we can be sure of is that we are living in the midst of tremendous forces which seem to be working profound and far-reaching changes. We know we must prepare our youngsters to face squarely whatever situations arise, learn to recognize the essential elements in each problem, and act wisely in working out a solution. This calls for a far different type of training and teaching than that to which we were exposed in our student days. Rules of thumb or mere techniques will not suffice. Our children will have to be able to do far more than to "memorize the answers", for no one knows the answers to the type of problem they will be required to face. Modern life calls for a different sort of schooling.

Another fact of which we may be pretty certain is that, as Professor Toynbee has pointed out, these children of ours will have to grow up and live most of their lives in the Cold War with the Soviet philosophy. We, and our children after us, will have to win this war by demonstrating clearly to the world that our type of government and ideals produces a better way of life. Our businessmen know that in the last analysis the best form of propaganda is not words, but rather to produce a better product than the other fellow. We must focus our energies more on building a better Democracy here in America until the Russian propaganda falls of its own obvious invalidity. "When people believe they may obtain social justice by agreement and democratic means, class war will not attract them", as Professor Toynbee has pointed out.

In this type of warfare, the building of a better America "with liberty and justice for all," as we so wistfully repeat when we salute the flag, the schools and the homes must play a leading part. To practice Freedom and Democracy safely requires mature individuals. It is not a matter of political techniques which may be given to everyone whether he is ready for them or not. Immature individuals quickly turn freedom into license and anarchy. Freedom must be deserved, it must be earned; one must grow up to be a mature enough person to be trusted with freedom with safety.

This I believe can be accomplished only if the right conditions for social and moral growth are presented to the children, at school and at home. One learns not alone by being told, but also by precept, plus practice, plus example. We must not only tell them the principles, but give them plenty of opportunity to practice and to work out these principles, and also we must not forget that we ourselves must show by our own lives and actions that we practice what we preach. In this it is obvious that the home and the school must present a united front. The situation is baffling enough for the children without confusing it still further by having several sets of standards presented to them while they are in the growing stage. This can be avoided by bringing the parents and teachers together for conferences at frequent intervals. They then become colleagues and collaborators, not critics or experts and laymen. When a group of open-minded adults is faced with a common problem and they sit down in conference together to try to work out an acceptable solution, some success is certain to come out of the meeting.

This has been our experience in the past. Your Parents' Association has made an enviable reputation for itself. Only last year two Chicago schools who for years had been inclined to believe that collaboration between parents and faculty on the scale we have always practiced, was not only unwise but impractical, invited us to show them how to start similar organizations in their schools. Another school has already made the same request for this year. The time for authoritarianism, either at home or at school, is over. Our modern world calls for the closest collaboration we can possibly give. This does not mean, however, that children should be left to their own devices. On the contrary, in the midst of the social confusions and changing mores with which they are faced, they need the security of guidance and control to give them a background against which they can learn to make up their own minds. A child is badly confused by the responsibility of making serious decisions on his own at a time when he is not yet ready to assume such a burden. A program of gradually increasing responsibility seems much wiser and will meet the needs of his emotional growth far more completely.

In all of this the school and the home can be of the utmost help to each other if they can overcome the initial inhibitions which sometimes seem to keep them from mutual confidence and a more complete understanding. Our Parents' Association was created to meet this need. For thirty years it has broken paths across this almost virgin ground. We may well be proud of what those of our group who have been our leaders in the past have accomplished, but the challenge for a similar type of leadership and accomplishment is just as great today. I believe the potential leadership is also to be found among our present members. I am confident that in this, the first year of our second thirty year span, we will prove ourselves worthy of our predecessors in the Association and, above all, be able to meet the serious needs of our children in the difficult, confusing, and critical but stimulating and challenging period in which we are living today.

PERRY DUNLAP SMITH

Mr. Thomas is searching for living quarters with a minimum of three bedrooms. His requirements can be met either by finding such living quarters or by finding an apartment which can be exchanged for a house at present occupied by a Winnetka public school teacher who is looking for a two bedroom apartment. Mr. Thomas wishes to express his sincere thanks to the many parents who are already aware of his predicament and who have generously offered their help. Messages concerning housing can be left for Mr. Thomas at the school office or at DAvis 8-3198.

PARENTS ASSOCIATION

The Parents Association wishes to extend a warm welcome to parents of both new and old new students.

The members of our Association consist of every parent connected with the school. North Shore not only provides the basic elements of faculty and student body but through the Association supplies a most important third dimension, that of active family participation in our school's daily program. Here the parent has not completed his or her job by writing a tuition check. Our active enthusiastic work in the school's varied activities is required if we are to secure the greatest benefit from our children's enrollment.

The expenses of our Association are financed by modest dues which are determined after careful consideration of our budget by the Executive Committee. These dues are payable later in the fall.

On the back page of this issue are listed the various officers and Committee Chairmen of the Parents Association. You will note that they cover wide ranges of our school activities. Virtually all Chairmen need and will enthusiastically welcome a helping hand. Therefore, please don't hold back but let your particular talents be known by either phoning the school office or, better still, by returning the postcard recently sent to you.

We parents, harmoniously working together toward a very important common objective, will do much toward making the 1949-50 school year a fine experience for our children.

H. K. FARRAR
President, PARENTS ASSOCIATION

NEW FACULTY

As the school commences its 31st year, eight new teachers will find themselves in the ranks of one of the strongest faculties the school has known. Head of the Lower School will be Ned Morningstar, succeeding Miss Gladys Adshead, who has gone on to be headmistress of the Charles River School in Dover, Mass. Mr. Morningstar, who holds his bachelor's degree from Haverford College and his master's degree from Harvard University, has taught at The North Shore Country Day School in the past as well as at the Shady Hill School in Cambridge and at the Lake Forest Day School. In addition to his duties as head, he will teach the fourth grade.

Joining Mr. Morningstar on the faculty of the lower school for the first time will be a new third grade teacher, two new kindergarten teachers, and a general assistant to the lower school. From the Mary Crane Nursery School in Chicago comes Miss Clara Mai Fuqua to teach the third grade. A graduate of the University of Chicago, Miss Fuqua has taught in Evanston, Greenwich, Connecticut, and Greenville, S.C.

Head of the senior kindergarten, the school's five-year-old group, will be Miss Virginia Burton, a graduate of the University of Michigan and a native of Salt Lake City, who taught last year in the public school system of Garden City, Michigan.

Assistant to Miss Burton and to Miss Barbara Rounds, who has the junior kindergarten, will be Miss Margaret Taylor. Miss Taylor is a former pupil of the school and the daughter of Lewis Taylor, head of the high school mathematics department. A graduate of Earlham College, she will also assist in the girls' athletic department.

General assistant to the lower school will be Mrs. Norris Olson who is an alumna of the University of Wisconsin and last year was playground director for the city of Cleveland, Ohio.

Returning to the school which he attended as a boy is Mr. George Eldredge, who will be a member of the staff of the middle school. Mr. Eldredge received his college training at Wesleyan University and Northwestern, receiving his bachelor's degree from the latter. He also received his master's in education from the Winnetka Graduate Teachers College. Most recently Mr. Eldredge has been on the faculty of Pembroke-Country Day School in Kansas City.

Taking on the task of directing the school's newly developed over-all shop program will be Mr. Kurt Meyer, who comes to North Shore from the National College of Education where he has been director of shop. Mr. Meyer has attended Northern Illinois State Teachers College and Northwestern University and has also taught at the Maine Township High School as well as in the public school systems of Chicago and Rochelle, Illinois.

Director of music for the coming year will be Miss Alice Parker who comes to the school most highly recommended to the headmaster by members of the music profession at the Berkshire Music Festival in the Berkshires near Mr. Smith's summer home. Miss Parker is a graduate of Smith College and holds her master's degree from the Juilliard School of Music. During the past year she has held a teaching fellowship at Juilliard as the assistant to Robert Shaw.

NEW COURSES AND CHANGES

Several new courses or changes in old ones are being inaugurated this year. We are again offering the students in the upper school the chance to learn the use of the typewriter. This is a skill which we feel important to ease the difficulties of written expression and one which in many cases has beneficial effects in improving spelling and reading speed. For a college student the ability to type may well be of major importance. The teacher is again Miss Margaret Wright, who has been well trained in the methods of the teaching of typing and is now involved in graduate work in this field.

For some years the school has been proud of its success in passing on to its students the ethical standards of the Judeo-Christian tradition. As a further effort in this field we are now experimenting with a course in the 11th grade designed to assure an appreciation of Bible literature. The class will study the stories, the personalities and the ideas or the old and new testaments. Needless to say, this is not a course in religion, and will not be concerned with interpretations of a sectarian nature. We plan to ask ministers from many religious faiths to assist in presenting the course to the children. We have leaned heavily on the experience and advice of Mr. James MacColl, Associate Rector of Christ Church, who is both a parent in our school and a recently elected member of the Board of Directors. He has given very generously of his time and will do much of the teaching at first. It has been gratifying to see the amount of interest in the course which has been shown by the boys and girls of the 11th grade who have elected it.

The new athletic supply system has been most encouraging in its initial steps, and promises a cleaner locker room and resulting good health as well as considerable saving to the parents. The school now owns all athletic equipment and uniforms, and each of the students will be loaned equipment of the proper size each term. It will thus be possible to maintain clean uniforms and to know that ill fitting suits

and equipment which have been outgrown can be properly replaced with equipment of the right size without additional expense.

The school has participated in the program maintained by the American Friends Service Committee and the American Field Service to bring foreign students to America. We have welcomed to our Boarding Department a French student from a school near le Havre with which we have been in close communication for several years and to which we have sent Christmas packages and various other supplies. The young French boy's name is Michel Pigeyre, he is a member of our senior class and will be here for the entire year, after which he will return to France to carry on his work at the college level. After our experience with Annick de Marion who was in our senior class last year, we are delighted to continue the practice of having a French student in our senior class. Michel is already finding friends among his classmates and several Winnetka families have opened their homes most hospitably to him on the week ends. I hope that as in the case of Annick, the experience will bring about greater international understanding for our boys and girls and for Michel.

HOUSE COMMITTEE

During the past summer a great deal of progress was made at the School in its development program. Undoubtedly the first change to be noted by friends returning to the School after the summer will be the major repainting jobs done to the exteriors of the office and high school buildings. A daring crew of painters also spent a day putting a new coat of paint on two of the School's more prominent landmarks, the smoke stack for the main heating plant and the cupola atop the boys' gym.

To the returning students many improvements will be evident from the redecoration of many of the classroom interiors. In choosing the color schemes for the repainting jobs, the most recent developments in school lighting were studied by the Buildings and Grounds Committee of the Board of Directors under its chairman W. Lindsay Suter to insure that the new coloring would produce the greatest amount of reflective light with the least eye strain.

In the high school building five class rooms and the study hall went under the painters' brushes, while soundproofing material was installed in two more classrooms and new lighting in still a third. These three projects, the redecoration, relighting, and soundproofing, are all part of a longer run scheme to provide the most modern and effective surroundings for study throughout the entire building.

While both the middle and lower school buildings received a major portion of the attention a year ago, many seemingly small improvements have been made. For instance, repainting of certain portions of the lower school both inside and out have gone far in refurbishing the newness of this most modern of the school's buildings, while anticipated installation of new tables and the completed installation of soundproof doors in the middle school study hall should make life more pleasant for the sixth, seventh, and eighth graders.

Other improvements include extensive redecoration in Leicester Hall, the boarding department, the installation of a new switchboard in the auditorium for stage lighting, and renovations in the girls' locker and shower rooms.

While much of the work was done by outside contractors, a great deal of credit must go to the buildings and grounds staff under Bob Gourlay. Bob,

together with his regular staff of Jim Kerr and Fred Pugsley and aided by three ambitious members of last June's graduating class, again did a Herculean job in getting the buildings and grounds into shape for this, the thirty-first year of the school's existence.

GEORGE H. HANFORD

EDUCATIONAL LECTURE SERIES FOR 1949-50

The Educational Series will open on Monday, October 24th, at 10:45 A. M. with the author, publisher and humorist, BENNET CERF, speaking on "Trends in American Humor."

Other speakers in the Series will be:

Monday, November 21—CLIFTON UTLEY, recently returned from Europe, speaking on current affairs.

Monday, January 16—THOMAS M. FOLDS, Chairman of the Art Department of Northwestern University, speaking on the subject of "Meaning in Modern Art." It is by special request of our students that Mr. Folds has been invited to return to North Shore.

Monday, February 6—HOWARD WHITMAN, psychologist and member of the Commission on Mental Health, speaking on "Parents Are Human, Too."

Monday, February 20—COMMMANDER IRVING JOHNSON, bringing a color film of adventure and telling the story of the brigantine YANKEE sailed by her young amateur crew around the world.

Monday, March 20—ORVILLE PRESCOTT, daily book critic for the NEW YORK TIMES, answering such questions as: What are good books and why? Which best-selling books deserve their popularity and which do not? What are the fine books that have been unjustly overlooked?

These lectures are offered without charge to our students and are made possible by the support of parents and friends of the School. It is hoped that each parent will wish to take a ticket for himself and will urge a friend to purchase one. The cost of the ticket, including tax, it $5.40. Mrs. Will C. Grant is chairman of the Series for 1949-50.

FACULTY PLAY

By now you have probably heard about the Faculty Play. If you haven't, here's the news. On Friday and Saturday nights, October 14th and 15th, the Faculty will present the comedy-mystery, "Mr. and Mrs. North," by Owen Davis.

The play is being given for the benefit of the Scholarship Fund of the school and is expected to be one of the biggest social events of the fall season at Country Day.

Casting was completed before school opened, and since that time the faculty have been busy evenings and weekends rehearsing, building and painting scenery, collecting props and printing tickets and programs.

The play revolves around the experiences of Pam and Jerry North, a happy young couple, who suddenly find themselves involved in a full fledged murder mystery complete with corpses, police and suspects. For a while Mr. North is suspected of being the criminal, but at the last minute Pam and the police Lieutenant discover the guilty one, and everything ends satisfactorily and hilariously.

Since the play is being presented for the benefit of the school's Scholarship Fund, the price of the tickets has been set at $1.20 plus any contribution the buyer cares to make. Tickets are available at the school office and reservations may be made by phone by calling WInnetka 6-0674 during school hours.

JOHN C. MARSH

FACULTY TEA

The First Faculty Parent Tea will be held on Monday, October 10, at 3:30 p. m. in the Art Library. The Hostesses will be Mrs. Egil E. Krogh and Mrs. John N. Ott, Jr., Fifth Grade Chairmen, Mrs. James W. Alsdorf and Mrs. William J. Griffin, Sixth Grade Chairmen and Mrs. Marquis Bowman and Mrs. John T. Pirie, II, Seventh Grade Chairmen. At this time we shall meet the new members of the faculty. Everyone is welcome.

LUNCH LINE

This year five chairmen have been appointed, each one of whom will have charge of the lunch line for a day every week. Please report to your chairman when you arrive and please notify her promptly if you cannot come. The chairmen are: Monday, Mrs. Cyrus H. Neuses, 11th Grade; Tuesday, Mrs. W. L. Cook, Jr., 8th Grade; Wednesday, Mrs. Robert Ellis, 10th Grade; Thursday, Mrs. Ralph M. Brown, 12th Grade; Friday, Mrs. Mary Verral, 9th Grade.

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day before 10 a. m. to ask for assignments and to call for them at the Office after 4:30 p.m. The Office is open from 8 a. m. to 5:30 p. m.

CALENDAR

Monday, October 3, Eighth Grade Parents' Meeting at the home of Mr. and Mrs. Talcott Griswold, 101 Thorntree, Winnetka.

Saturday, October 8, Varsity Football Game with Milwaukee Country Day School here at 2:00 p. m.

Monday, October 10, Faculty Tea at 3:30 p. m. in the Art Library.

Friday, October 14, and Saturday, October 15, Faculty Play at 8:15 p. m.

Saturday, October 15, Varsity Football Game with Elgin Academy there at 2:00 p. m.

Monday, October 17, Parents' Association Meeting at 8 p. m. in the Auditorium.

Saturday, October 22, Varsity Football Game with Lake Forest Academy there at 2:00 p. m.

Monday, October 24, Educational Series Lecture by Bennett Cerf at 10:45 a. m. in the Auditorium.

Saturday, October 29, Varsity Football Game with St. Louis Country Day School here at 2:00 p. m.

Monday, October 31, November 1 and 2, First Term Examinations.

THE PARENTS ASSOCIATION
NORTH SHORE COUNTRY DAY SCHOOL
1949-50

OFFICERS

President, Mr. Holden K. Farrar	1206 Tower Road, WInnetka 6-3563
First Vice-President, Mr. Calvin F. Selfridge	1133 Pine Street, WInnetka 6-0495
Second Vice-President, Mr. George E. Booth	12 Indian Hill Road, WInnetka 6-0688
Secretary, Mrs. Locke L. Murray	93 Indian Hill Road, WInnetka 6-2121
Treasurer, Mrs. Edward Gammie	821 Prospect Avenue, WInnetka 6-4406

EXECUTIVE COMMITTEE

The above, Mr. Perry D. Smith, ex-officio, the Standing Committee Chairmen and the following six members at large:

Mrs. James L. Allen	596 Oak Street, WInnetka 6-1822
Mr. Edward Gammie	821 Prospect Av., WInnetka 6-4406
Mr. Talcott Griswold	101 Thorntree Lane, WInnetka 6-3456
Mrs. Denison B. Hull	115 DeWindt Road, Winnetka 6-3155
Mr. Rufus R. Jeffris	20 Locust Road, WInnetka 6-2877
Mr. George H. Hanford	2310 Sherman Av., Evanston, DAvis 8-3897

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. Carl F. Kuehnle, Jr.	811 Bryant Avenue, WInnetka 6-2537
Athletic, Mr. John I. Dennehy	37 Indian Hill Road, WInnetka 6-0127
Costume, Mrs. M. K. Hunt	953 Spruce Street, WInnetka 6-2322
Educational Series, Mrs. Will C. Grant	165 Thorntree Lane, WInnetka 6-1116
Faculty Teas, Mrs. Franklin Farley	490 Orchard, WInnetka 6-1411
House, Mrs. Carleton Blunt	30 Indian Hill Road, WInnetka 6-2248
Library, Mrs. Samuel A. Wallace	1501 Ridge Av., Evanston, GReenleaf 5-7811
Lunch, Chairman, Mrs. H. K. Farrar	1206 Tower Road, WInnetka 6-3563
Co-Chairman, Mrs. Neil B. Dawes	1034 Westmoor, WInnetka 6-2798
"Notes," Mrs. Willard N. Boyden	1255 N. Green Bay, Lake Forest 2548
Office, Mrs. Talcott Griswold	101 Thorntree Lane, WInnetka 6-3456
Publicity, Mrs. Rufus R. Jeffris	20 Locust Road, WInnetka 6-2877
Steering, Mrs. Calvin Selfridge	1133 Pine Street, WInnetka 6-0495

GRADE CHAIRMEN

Junior Kindergarten, Mrs. R. A. Masessa	1117 Michigan Avenue, Wilmette 1178
Senior Kindergarten, Mrs. William H. Lang	Box 82, WInnetka 6-2276
First Grade, Mrs. William J. Sinek	21 Locust Road, WInnetka 6-1821
Second Grade, Mrs. W. Prescott Miller	428 Chestnut, WInnetka 6-1628
Mrs. Stanley V. Ekman	1857 West Ridgewood, Glenview 1269-R
Third Grade, Mrs. Talmadge Tribble	2406 Marcy, Evanston, UNiversity 4-1146
Mrs. Gail S. Phillips	832 Forest Avenue, Wilmette, Wilmette 2753
Fourth Grade, Mr. James Shannon	1412 Ashland, Wilmette, Wilmette 1853
Mrs. Talcott Griswold	101 Thorntree, WInnetka 6-3456
Fifth Grade, Mrs. Egil E. Krogh	150 Linden Av., WInnetka 6-3513
Mrs. John N. Ott, Jr.	85 Hibbard Road, WInnetka 6-1391
Sixth Grade, Mrs. James W. Alsdorf	78 Indian Hill Road, Wilmette 725
Mrs. William J. Griffin	27 Indian Hill Road, WInnetka 6-2875
Seventh Grade, Mrs. Marquis Bowman	114 DeWindt Road, WInnetka 6-2003
Mrs. John T. Pirie, II	1185 Laurel Avenue, WInnetka 6-0606
Eighth Grade, Mrs. Talcott Griswold	101 Thorntree Lane, WInnetka 6-3456
Ninth Grade, Mrs. Tilden Cummings	322 Woodstock, Kenilworth 2337
Mrs. James L. Allen	596 Oak, WInnetka 6-1822
Tenth Grade, Mrs. Boyd N. Everett	513 Walnut, WInnetka 6-2230
Eleventh Grade, Mrs. W. Donald Roberts	249 Woodlawn, Glencoe 1926
Twelfth Grade, Mrs. Donald Jones	535 Ash, WInnetka 6-0374

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII November, 1949 Number 2

SMALLER AND BETTER PARTIES

Many of us feel that there are too many parties for our boys and girls. Often they are tired out by the constant whirl without seeming to get much fun from it. One way parents have tried to control this is to keep their children at home for part of the week-end, and this required relaxation has on at least one occasion caused a marked improvement in the class tone the following Monday.

But the problem can also be approached by considering what makes the boys and girls so eager for parties. This eagerness to gang together seems to spring from the desire to belong, to be a member of a recognized group. When a boy or girl wonders, "Who am I?", "What do I amount to?", the answer is, of course, indefinite, only to be revealed by the future. For the immediate present, however, he needs to feel that he counts, so the natural thing is to join a group and mill around with it. Often he or she will stay at the telephone most of the evening, not just for the pleasure of conversation, nor to discuss school work, but to retain the feeling that he is in the swim, that nothing is being planned that will leave him out.

To a degree, therefore, this is natural to all our children; but to an additional degree it is overdone by many of them of all ages. The degree to which it is overdone may be due to the children not having been given other reasons to feel their own worth. It is our job as parents and teachers to encourage pursuits that can give each child a sense of accomplishment, of value, of amounting to something by himself. We must try to show the children that the important thing is what they bring to the group.

At school we have, besides studies and sports, the extra-curricular activities. Not the least of the advantage of our publications, our student government, our singing and dramatics, is that through these activities our students can win recognition of their individual talents. There are also many activities that a youngster can pursue out of school, alone or with a small group, that can at one and the same time develop useful skills and contribute to self-confidence and independence. For girls there are all sorts of domestic arts such as decorating, dressmaking or cooking, that will be very worthwhile later. A girl, who, in an emergency, cooked two meals a day for a week for her family was a much improved person as a result. There is also music. Away-from-home experiences with social service in hospitals or welfare centers or work camps have been very profitable. Boys can find more recognition in athletics than girls can, so that their need for out-of-school experiences is not quite so great. However, holding a job can give their self-confidence a very desirable lift; anything from a paper route for a middle schooler to being a life guard or camp counselor for a senior. To be responsible for some of the skilled repairs at home, replacing fuses, correcting short circuits, putting new washers in leaky faucets, can give a boy satisfaction. Unskilled chores, as we all know, evoke a different response. The multiplicity of

manufactured products is perhaps responsible for the decline in home handcraft hobbies, carpentry, lathe turning, making radios, et cetera. But the boy who enjoys these or any other individual hobby is doubly fortunate; he is developing himself and is getting a rest from his friends.

The more our youngsters can free themselves from excessive dependence on the gang by developing other interests and self-confidence, the more fun they will have when they do get together. This is a subject that parents could discuss more with children. As for the parties themselves, if the children could lose their fear of being left out, perhaps there could be smaller parties. We avoid cliques now by the custom of inviting everybody, but many parties are too large. If care were taken, parties could be smaller and nobody's feelings be hurt. This would have to be discussed by the parents to avoid misunderstandings.

It has been suggested that a party might be for just one section of a grade, the purples or the whites, or that two parties planned for the same evening could divide the grade. No one would be left out and yet with the smaller groups games could be played that would be impossible for the large group. Also, more parents would be willing to entertain. The quality of parties can be improved if we still keep in mind the needs of the growing boy or girl. They want to feel that they belong, so they go to all the parties, but once at a party they want to count for something in the group. Hardly any of them can shine as conversationalists. Only a certain amount of dancing is fun, particularly for the younger ones. But games are fun, real fun, once they get started. The problem of starting them is to overcome the youngsters' shyness. It is not that they really shun novelty, but that they are afraid of appearing foolish. If they can see a chance to show up to advantage, they will be enthusiastic. Pencil and paper games and card games are good, but often more active games, like The Game, are better. I think that during the recent years our parents have discovered that, all appearances to the contrary, the youngsters expect their parents to help manage parties, to be hosts in fact as well as in name. In starting a games party, especially where it has not been the custom, a father can often succeed where it would be harder for the mother or the child.

So the question of parties reduces to the more fundamental problem of providing and encouraging avenues of self-development and self-expression. The need to be in the gang which draws our children to parties is most fully satisfied if they bring a certain degree of self-confidence to the party and, once there, have a chance to contribute their individual talents to the group.

TIMOTHY RHODES

NOTICES

The House Committee is looking for two long mirrors. If you know of any which the School can use please call Mrs. Carleton Blunt, WI 6-2248.

Mr. Thomas's search for larger living quarters has produced some near-misses, but as yet no direct hits. However, there has been enough activity during the past month so that he is hopeful that continued effort will bring success. Any information about housing possibilities will be appreciated and can be left at the School Office or phoned to DAvis 8-3198.

Square dancing for the Seventh, Eighth and Ninth Grades began successfully on Saturday evening, October 8th. There will be one dance each month. As the dances are over at 9:30, will parents please come at that time to take their children home. The only exception will be for the clean-up committee who should be through at 9:45.

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day before 10 a.m. to ask for assignments and to call for them at the Office after 4:30 p.m. The Office is open from 8 a.m. to 5:30 p.m.

PARENTS' MEETING

Parents of the third grade children met at the home of the Talmadge B. Tribbles on Monday evening, October 10.

There was almost 100% attendance of both mothers and fathers. Mr. Morningstar was also on hand to get acquainted with the parents. After Miss Fuqua gave a short and constructive talk on the normal pattern of reactions to be expected of third grade children in their school work, the group joined in an interesting open discussion on the parental problems with this age group.

The third grade group found it was necessary to increase its dues to $5.00 and 100% was paid in at this meeting.

ESTER TRIBBLE
Secretary, Third Grade

FOOTBALL TEAS

On Saturday afternoon, October 8th, following the football game, an old North Shore tradition was observed as a group of mothers of the school under the chairmanship of Mrs. Harold V. Snyder served refreshments for both squads and their parents and friends. After the sweltering heat of the day, the opportunity for relaxation in pleasant surroundings with welcome refreshments was thoroughly enjoyed both by the participants and spectators in the afternoon's grueling contest.

Another similar function will be held following the St. Louis game on October 29th when tea will be served in the school's boarding department in Leicester Hall for the St. Louis team and North Shore parents and students.

FACULTY TEA

The second Faculty-Parent Tea will be held in the Art Library on Monday, November 14th, at 3:30 p.m. The Second, Third, and Fourth Grade chairmen will entertain parents and faculty members of these groups.

A cordial invitation is extended to parents of students in all grades.

Hostesses for the next Faculty-Parent Tea will be:

Mrs. Stanley V. Ekman
Mrs. R. L. Ruggles
Mrs. Talmadge Tribble
Mrs. Gail S. Phillips
Mrs. James Shannon (for Mr. Shannon)
Mrs. Talcott Griswold

EDUCATIONAL LECTURE SERIES

Clifton Utley will be the second speaker in the Educational Lecture Series on Monday, November 21, at 10:45 a.m. Having just returned from a summer in Europe, Mr. Utley will analyze the European situation and discuss international problems confronting the world at the present time.

Tickets may be obtained at the door or by telephoning the school office, WI 6-0674.

NOVEMBER CALENDAR

Oct. 31, Nov. 1 and 2 — High School Examinations
Nov. 1 —Freshman Football game with Lake Forest Academy there - 4:00 p.m.

Nov. 4 — Hockey game with Francis Parker here - 3:30 p.m.

Nov. 5 — Football game with Detroit "U" School there - 10:00 a.m.

Nov. 7 — 2nd Grade Parents Meeting - Home of Mr. and Mrs. Rudy Ruggles
9th Grade Parents Meeting - Home of Mr. and Mrs. Tilden Cummings
4th Grade Parents Meeting - Home of Mr. and Mrs. James Shannon

Nov. 11 — Hockey game with Girls Latin School here - 3:30 p.m.

Nov. 12 — Football game with Glenwood School there - 2:00 p.m.
Square Dance - Middle School, 7:30 to 9:30

Nov. 14 — Faculty Tea in the Art Library at 3:30 p.m.
10th Grade Parents Meeting - Home of Mr. and Mrs. Boyd Everett
7th Grade Parents Meeting - Home of Mr. and Mrs. Marquis Bowman

Nov. 15 — Junior Kindergarten Meeting - Home of Dr. and Mrs. R. A. Masessa

Nov. 19 — Hockey game with Grosse Point Country Day there - 10:30 a.m.

Nov. 21 — Educational Series - Clifton Utley "Current Affairs"
1st and 2nd Grade Meeting - Home of Mr. and Mrs. William J. Sinek

Nov. 23 — Vaudeville at 8:15 p.m.

Nov. 24 through Nov. 27 — Thanksgiving Holiday

Nov. 25 — Basketball practice game at Barrington - 9:30 a.m.

HONORS FOR OUR ALUMNI NOW IN COLLEGE

The following bits of information have been received at the Headmaster's office by various routes; sometimes formal notices are sent from the colleges concerned, sometimes word comes via the grapevine, and sometimes parents are good enough to let us know when their children who are our graduates achieve distinctions which reflect, though to a lesser degree, to the School's credit as well as to the students'. The Editor of "Notes" has been asked to say that the school administration would very much appreciate being informed by the parents when our graduates have earned honors at their various colleges. The following items are all that we know of at the present writing. Doubtless there are others, and the omissions, which we regret, are due only to incomplete information.

Judi Campbell, a senior at Sweet Briar, has been awarded the Manson Memorial Alumnae Scholarship, which is an Honor Scholarship awarded annually "to an upperclass student of high academic standing who shows qualities of leadership and makes some real contribution to the student activities."

Dixie Greeley, a senior at Bryn Mawr, was president of her class last year, having held many previous offices in the college. Last spring she was elected president of the Undergraduate Association, one of the big student organizations on the campus.

Ted Glaser, who is a junior at Dartmouth, last spring was awarded first prize in the annual Thayer Prize Contest for excellence "in analytic geometry and the calculus."

Pete Henderson, also a junior at Dartmouth, has this fall been cited for "distinctive scholastic accomplishment" by being designated Rufus Choate Scholar.

Peter Sieck, who is a junior at M.I.T., is again on the Dean's List, as he has been both previous years at the Institute.

Betty Jean McGregor, a student at Briarcliff, is in a position of leadership and responsibility as head of Student Council.

Cy Gale, who is a sophomore at Smith this year, has been designated Sophia Smith Scholar "in recognition of an excellent scholastic record in her Freshman year."

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII December, 1949 Number 3

TEACHING GRAMMAR AND VOCABULARY

At the meeting of the Parents' Association in October I spoke about the objectives of the English Department. After telling the aims in reading I continued with the subject of grammar. In the past I have occasionally met the rumor that we do not teach grammar. At the risk of appearing harsh, I must say that the rumor is simply untrue. In the teaching of composition and grammar there has long been a feud between clarity and originality. We believe that any English Department must attempt to stimulate originality. But we also recognize that the working world puts a high premium on clarity and accuracy, as do we. What we try to do is to achieve a balance between the two, but, since originality is a rare commodity and since the working world does insist on clarity and correctness, the latter is generally given first consideration.

Grammar has its place in our curriculum as one means of achieving clarity and correctness. But we do feel that the benefits to students of studying grammar are limited. We therefore believe that to concentrate the teaching of grammar in the Middle School is less profitable than to delay it until Grades 9 and 10. Most small children do not learn their language by grammatical rules. Indeed it is a sign of maturity to be able to improve one's writing by a knowledge of grammar. Conceivably the teaching of grammar might be delayed even longer, but our experience seems to indicate that most students, after an introduction to the subject in Middle School, can acquire in Grades 9 and 10 a satisfactory grasp of basic grammatical principles and of their application to the writing of sentences. To delay further would eliminate some work particularly valuable for the two upper grades. In these upper years grammar becomes a matter that is taken up by the teacher with each individual as is necessary. Thus there is an introduction to grammar in the Middle School, distinct emphasis on it in Grades Nine and Ten, and a gradual tapering of time spent on it in class in Grades Eleven and Twelve.

America seems always to have believed that ability and hard work could carry a man to any height. But it has been only recently that our presses have poured on us a series of formulae for success. Success, we are told, can be achieved by winning friends and influencing people, by mastering our nerves, by being glad that we are neurotic, by never being tired. All of these panaceas seem to dodge the element of hard work, as does the magic pathway to success through a "big vocabulary". Much has been written about what a "big vocabulary" can do for you. All you have to do is to sit down with Dr. So-and-so's vocabulary book and you're on your way to succeed to the place of J. P. Morgan. This is as unscientific as it is silly and dangerous. Recent testing, the Scholastic Apitude Test, for instance, puts its emphasis not on the capacity to learn lists of words, but on the ability to use vocabulary.

With such evidence and our own experience we believe that a large and effective vocabulary is gained primarily through reading. Therefore most of our specific work in extending the vocabulary of our students is centered on reading, both in our encouragement of wide reading and our direct analysis of words in the intensive reading of books and selections in class. We use the dictionary with our students, but the dictionary alone may be an unsatisfactory instrument. The child who is faced with the seven definitions of the word "science" in Webster's Collegiate Dictionary may well be no better off for the use of the dictionary. Therefore we teach directly the techniques of finding meaning by context. Let me give you some idea of how we do this. This sentence is put on the board: "The board was on the fence," and the class is asked to indicate meanings for the sentence. Judging from the words around "board", the class immediately concludes that "board" is a plank of some sort. But from the words alone they cannot determine the meaning of "on the fence." They must supply the missing physical situation: for the board may be nailed to, lying on, or leaning against the fence. In the course of discussion some one will see that "board" may mean Board of Directors. At first glance it seems impossible that the Board of Directors could be sitting on the fence. But the students again supply physical contexts. The Board may be watching a ball game; they may be having their pictures taken at some such activity; they may be at a picnic. One student suggested that they might be sitting on the stone fence along the Knollslea parking lot, hard at work watching students labor on Clean Up Day. Another meaning that was suggested was that the Board of a corporation was undecided in a matter of policy. Perhaps the most unusual meaning suggested was that the Board had caught a receiver of stolen goods and was literally sitting on him till the police arrived. In this way our students work out the method of arriving at word meanings by context. Furthermore they see that the meaning of a given word depends on the words around the given word and also on the physical situation involved. When they have done this, they have a sound method of finding word meanings and are in a position to determine which of the definitions given in the dictionary is the one they need.

Our primary methods of teaching vocabulary are then reading, both intensive and extensive, and the techniques of finding word meanings by context. We do, however, use supplementary means of teaching vocabulary. We make a constant effort in our questions and contributions to class discussions to use words new to students and to encourage them to use new words. We give some attention to matters of derivation, suffix, and prefix. And in some individual cases the direct use of vocabulary lists may be helpful. When it seems advisable, we recommend the use of a vocabulary book or the formation of the student's own word list. But these methods can work only when they are used over a considerable period of time and when the student is willing to work on them constantly and assiduously. Although we have had students who have made gains by these methods, the results are very frequently negligible, even when the student has worked hard over a long period of time. Without constant application the method is certain to lead only to confusion.

Everything that I have thus far mentioned leads naturally to the study of semantics in the 12th Grade. Semantics is the science and study of meaning. It is concerned with the meaning that is projected by a speaker or writer and also with the meaning received by a listener or reader.

The study of semantics helps to bring together the elements of the study of English as language which is the unifying thread in our English curriculum. We feel that the study of English as language is a logical way to unify our courses, for since language is and seems certain to remain our chief means of communication,

it seems important to us to teach our children how to handle it skillfully. For so long as language remains the chief means of communication it will be their primary mode of organizing, controlling, and evaluating their lives. It follows that since these methods develop in students a discriminating attitude toward language, it helps them take their places as critical citizens capable of good perception and sound judgment. Since such citizens are the basis for democracy, it is perhaps not too much to say that these methods can make their contribution to sustaining our way of life.

CLEVELAND A. THOMAS

FRESHMAN SOPHOMORE FOOTBALL

The Frosh-Soph football squad ended a very satisfactory season with a clean-cut, decisive 18-0 victory over the Chicago Boys' Latin School on November 9. Captained by sophomore Steve Edwards, this predominantly freshman group (twenty-one of the twenty-six men on the squad) combined with the second string varsity in an early season loss to the Milwaukee Country Day School B-team. The entire squad split two games with the Lake Forest Frosh- Soph, while the freshman alone defeated and tied an LFA team comprised of freshman, sophomores, and juniors.

The boys played together well as a unit and several individuals showed promise of making considerable contribution to next year's varsity eleven. A fine spirit and real willingness to learn played major roles in making the fall athletic season a successful one. This group should provide a strong nucleus for next year's Frosh-Soph and for the Varsity in the years ahead.

G. H. HANFORD

PARENTS' MEETING

A meeting of the parents of the Fourth grade children of the Lower School was held Monday, November 7, in the schoolroom. Mr. Ned Morningstar presented a resume of the work being done by the Fourth Grade pupils, and outlined the program that he will follow during the course of the year. An interesting discussion followed.

It was decided by the parents that a toy shop would be held early in December, wherein the parents and pupils would participate under the direction of Mr. Morningstar.

JAMES S. SHANNON
Fourth Grade Chairman

NOTICES

On Wednesday evening, December 14th, the Lower School will conduct a Christmas Work Shop in Walling Hall from seven to eight P.M. The objective of the Work Shop this year will be to furnish repaired toys, clothing and Christmas gifts to the children of the Wendell Philips Day Nursery in Chicago. Individual grades will make their own plans for contributions to the work shop project. It is requested that toys in need of repair and clothing be sent in to the Lower School as soon as possible. In order to make the workshop a success, all parents are encouraged to come and help the children.

Through the efforts of the Parents' Library Committee, the Lower School Library has been enlarged and re-organized. There are now two rooms with adequate space for group and individual reading. The children find it much easier

to locate the books. Judging from the activity in the library lately, the extra work was well worth while. The Lower School faculty is very appreciative of the excellent job that the mothers have done.

The past month has brought success to Mr. Thomas in his search for a house. He wishes to thank all the friends who helped him find such a satisfactory solution to his problem.

MIDDLE SCHOOL TOY SHOP

Middle School Toy Shop activities will start after Thanskgiving. Following a policy developed last year we shall try to make real Christmas presents for real children. We shall find out how many boys and girls of what ages there are at Ridge Farm, at the North Avenue Day Nursery and in some groups at the Olivet Institute. When we know what these children would like for Christmas we can start making and wrapping presents for them. Perhaps we may again join the Christmas parties of these groups. We hope that a full share of the Christmas spirit will go into the making of each present and will go with each present to the recipient.

We feel that the participation of parents in the final Toy Shop Evening is very valuable to the children, to the work of the Toy Shop and to the parents. Usually children are interested only in what they are going to get for Christmas. In Toy Shop parents and children can demonstrate together the fun to be found also in giving. The time set for our final evening is Monday, December 19, from 7:00 until 9:00 P.M.

TIMOTHY RHODES

CALENDAR

Friday, December 2, Vaudeville at 8:15 p.m.
Tuesday, December 6, German 3 Morning Ex. the musical "Niccolo"
Basketball game with Wheaton College Academy here at 4:00 p.m.
Friday, December 9, Basketball Game with Glenwood School there 7:30 p.m.
Wednesday, December 14, Lower School Christmas Toy Shop
Thursday, December 15, Christmas Tableaux 10:35 a.m.
Friday, December 16, Christmas Reading 10:35 a.m.
Monday, December 19, Christmas Music 10:35 a.m.
Middle School Toy Shop Evening 7:00 to 9:00 p.m.
Tuesday, December 20, Santa Claus Party 10:25 a m.
Wednesday, December 21, Christmas Play 4:00 p.m.
Thursday, December 22, to Monday, January 9, Christmas Vacation.

CHRISTMAS MUSIC

The lower, middle and upper schools will all participate in the Christmas Morning Exercises. In addition to the traditional Christmas Tableaux and Christmas Play, the High School Chorus is planning a special program of Christmas music, including a chorus and chorale from the Bach Cantata No. 142 *To Us a Child is Given.* The lower and middle schools will contribute carols of many nations. Some of these will be dramatized by the children while they are singing. Less familiar carols will be sung by the A Cappella group and a small mixed choir. In short, the whole school is working to make this a very musical Christmas season.

ALICE PARKER

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII January, 1950 Number 4

WHO IS MATURE?

An interestingly large number of books has appeared within the last twelve months dealing with what used to be called Adult Education. The pre-Christmas lists from the better publishers contained several of them, and the reviews in such generally respected magazines as the Saturday Review of Literature and the New York Times Book Review have dealt with so many of them so fully as to lead one to conclude that something in the nature of an adult education movement has spontaneously arisen in our country and is now a significant factor in the social revolution in which we seem to be involved. If so, it would certainly seem to be an encouraging and beneficial force and one with which we as individuals and our Parents' Association as a group could profitably indentify ourselves.

There is considerable evidence, when one looks into the matter, to indicate that our Parents' Association has not only been a participating factor, though unconsciously so, in this general and widespread movement, but also was actually one of the original groups to bring it into being. We certainly fit the description given by Professor Harry A. Overstreet, who is probably the most eminent and influential of the leaders in this field. He stated twenty years ago that the ideal learning group in adult education consisted of from twenty to thirty adults who had met together to discuss and attempt to work out a solution for a common problem which was of real interest to each member present. This is just what we have been doing during the past thirty years in our Grade Parent Group meetings. Ideally at least, each of these meetings is called to consider and discuss a common problem, such as the proper and safe regulations for the driving of automobiles by tenth graders, or the newer methods of discipline of eight-year-olds in the third grade, or the building of healthy attitudes toward reading in the kindergarten and first grade. These are all matters of vital interest and concern to the parents and teachers involved and the opportunity for learning through discussion at the adult level is really great.

One other factor, however, is involved and that is skillful leadership of the discussion; leadership rather than lecturing or, even more disastrously, instruction by an authority, is what is needed if true learning on the adult level is to take place. This, too, has been our experience, and such leadership has been supplied to a surprising degree by our Grade Chairmen, who seem to have carefully avoided the lecture techniques. That is, I believe, one reason for the remarkable success of our Parents' Association work in the past.

Adult education is not to be confused with Americanization classes for the foreign-born. It springs from the recognition during the last few decades that education is never completed, that the truly educated man keeps on learning all

his life. College education, far from finishing a boy's or girl's education, is now spoken of by our most profoundly thinking college presidents as merely the bringing of a youth to that point in his emotional and intellectual growth where he is able to go on learning for and by himself from his own experiences and environment. The goals of education are more often considered to be maturity of thought and emotion rather than any skills or any amount of inert information. "The merely well informed man", says Alfred North Whitehead, "is the most useless bore on God's earth." This would not have been believed a few generations ago.

"Education is growth, starting from wherever the individual is and extending as far as his abilities permit" is another statement of the same theme summarized from Horace Kallen's recent book, "The Education of Free Men". He, too, stresses the importance of continuing our intellectual growth throughout our lives. But John Walker Powell, in his recent book called "Education for Maturity", stresses the point even further. His thesis is that we must as mature individuals learn to associate together in the act of learning; that is, learn to learn together. He feels that this sort of experience is vital to all who wish to continue to grow rather than to atrophy below the level of adult maturity. Unfortunately, in the present rush and turmoil of our complex society not many such opportunities are offered us to have such enlivening associations, but it is interesting to note that where it has been attempted, it has been astonishingly successful and satisfying to those who undertook the experiment. The rapid growth and spread of the "Great Books" courses throughout the country is a case in point, as are also the study groups of the School of Social Studies in San Francisco, as initiated by Professor Alexander Meiklejohn, although the methods employed in each differ greatly.

Our grade meetings are certainly in this tradition and being spontaneously generated with no further object in mind than the meeting of the needs of our children and ourselves in a school which, in the beginning, was experimental in the eyes of most people who knew of it, is all the more significantly a part of a ground swell of an interest in continuing our intellectual growth beyond the college period of our lives. Sometimes when we fear that there are too many grade meetings, it may be that the real difficulty is not so much the number as the quality of the discussion which takes place. Certainly no grade meeting should be called unless there is a problem to discuss which is real to the parents of the grade. No parent should be urged to attend purely from a sense of duty to his child or of loyalty to the School, but rather because of the result to the parent himself, and the help it may give him in learning to understand his child's nature and problems.

No one who arrives at a better understanding of the problems of his own children can fail to have benefited by becoming a somewhat more mature and, hence, a better educated person. Perhaps we might adopt for our group meetings some of the techniques which have been found valuable in the successful experiments at San Francisco and elsewhere. Centering the discussion around views which have been expressed in books or articles available to all might seem worth considering as an occasional change from our usual method. I have not yet read Dr. Powell's book, but judging merely by the quotations from it that I have seen, it seems to be one which might be of great value to us all and especially to our group leaders.

Dr. Overstreet's latest publication, "The Mature Mind", is better known and has been widely read. Again the question of developing to the point of real maturity is stressed. In this modern and bewildering world our children will need to become

mature individuals if they hope to face its problems successfully. They will need emotional and intellectual maturity, not merely physical maturity, and toward that end, it cannot but help greatly to have him in a home where the parents themselves have met with some success in achieving the goal of maturity and in a school where the atmosphere is that of intellectual and emotional maturity because the teachers are themselves mature individuals, who are still continuing to grow and learn and whose interests and activities lead them to further maturing experiences. It is my belief that many of our Parents' Association discussions have contributed greatly to bringing about just that fortunate condition. We may well feel proud of what we as a group have added to this important and significant movement in our country.

PERRY DUNLAP SMITH

WHAT ABOUT NORTH SHORE?

Soon now many of your friends will be experiencing their first thoughts on school plans for next year. I sincerely hope that you, as members of the corporation that is The North Shore Country Day School and as the real sponsors of it, will wish to interest your friends in the educational and other opportunities offered here. In the hope of assisting you by crystallizing your thinking about certain aspects of the School, I shall present my thinking on some of the more perplexing questions which are asked about our school.

WHY SEND MY CHILD TO NORTH SHORE INSTEAD OF TO A BOARDING SCHOOL? An adolescent boy or girl needs the steadying influence of his family far more than at any other time in his life. To remove a boy or girl from the home just at the period when he is forming his personal attitudes and character traits is to deprive him of the best influences of his family inheritance and also of his sense of belonging to the fundamental democratic unit of his community. The full day in the country with sports and student activities program as a regular and required part of our program builds a closeness of interests among the members of the school which intensifies the large family atmosphere that plays such an important part in the life of the school.

IS NORTH SHORE A SNOBBISH SCHOOL? It is not. In the first place, the School through its admissions and scholarship policies strives to maintain within its student body a cross section of the north shore communities which it serves. In the second place, we feel that there is a minimum chance for snobbishness in a school where all students are members of a big family. No one can get lost in the crowd. The school's size also minimizes the formation of cliques. In larger schools, where children of similar backgrounds can gravitate together there is a much greater chance for snobbishness. It is true that North Shore children may seem aloof or stand-offish with groups from larger schools. But this is not due to snobbishness. Rather, I think that it is a desire on their part not to force themselves into social groups which have gravitated together because of similar interests and backgrounds. This latter situation does not mean, however, that North Shore graduates do not know how to get along in college. For example, two recent graduates are the elected heads of their college student bodies.

ARE NORTH SHORE CHILDREN WELL PREPARED FOR COLLEGE? Yes. Many preparatory schools accept only students whose success is almost automatically assured by their high I. Q.'s and other similar measurements. North Shore, on the other hand, takes students whom it feels will be contributing members of the school family and who will benefit from our type of education. In this light the record of North Shore alumni is even more impressive when measured against the record of many of the eastern prep schools. In recent years over 90% of our graduates have gained admission to the college of their choice. And, what to me is even more meaningful, their record of success has been outstanding. College officials in commenting on the records of North Shore graduates more often than not add to their praise of the School's academic standards mention of the well rounded personalities of our alumni.

WHY DOES NORTH SHORE HAVE A BOARDING DEPARTMENT? The boarding department in Leicester Hall is maintained to provide an opportunity at North Shore for from 12 to 15 boys of high school age for whom the family atmosphere of the School is particularly suited. The existence of a boarding department provides the means by which a boy whose parents move away during his schooling may continue on with his class. Many boys who live in distant parts of the Chicago area spend the week at Leicester Hall but go home over the week-ends. "The House", as the boarding department is usually called, provides a most effective means for broadening the student body by bringing to it children from other parts of the country and from abroad under the School's Foreign Scholarship Award program.

WHY ARE NORTH SHORE FAMILIES SO OFTEN TALKING ABOUT THE SCHOOL? A cardinal principle of The North Shore Country Day School is close cooperation between the home and school. North Shore is not afraid to let you, its parents, know what is going on. While many schools because of size or tradition tend to keep their parents in the dark about their programs and methods, North Shore welcomes comment and criticism from you. Not only is the School wholly owned by the parents, but a broad philosophy of the relationship of home and school animates its program; growing boys and girls need the stability, guidance, and association which a normal home life provides. A school to be realistic must work with reference to the vital forces of home, growth, and community life. This mutual interest among and within families and a real knowledge of what is going on makes this school a very real part of their daily lives and so of their conversations.

WHAT IS THE FACULTY LIKE? The ultimate effectiveness of our fine faculty can be judged by the outstanding record of our graduates in college. Further, it is true that almost all faculty members hold bachelor's degrees and that many are working on their master's and doctor's. It is also true that they are persons of academic stature and experience, that they have a fundamental belief in the School, and that they come from backgrounds similar to those of the students whom they teach. But, in a very personal sense, it is not so much these factors that make our faculty so effective. If you have seen many school faculty groups, as I have, is it not true that usually you have the feeling that "there is a bunch of odd balls"? One of the main reasons why I chose to come to North Shore is that the faculty is about as normal and interesting group with which to work as one could expect to find in any walk of life. I think that it is a real tribute to the Headmaster that he has been able to bring together such a congenial and effective

group of teachers, a group in which there are no stars, no prima donnas; a group of individuals who believe so strongly and sincerely in the School that they are willing to take their free time to put on "Mr. and Mrs. North". If a faculty makes a school, we certainly have nothing to worry about.

GEORGE H. HANFORD

JANUARY CALENDAR

January 7 — Basketball game Elgin Academy here 2 P.M.

January 9 — School Opens

January 11 — Basketball game Lake Forest Academy there 4 P.M.

January 14 — January College Boards for Seniors
Basketball game Glenwood School here 2 P.M.

January 16 — Educational Series — Thomas M. Folds "Meaning in Modern Art"

January 21 — Basketball game Racine Lutheran there 7 P.M.

January 24, 25, 26, 27, Second Term Examinations

January 28 — Basketball game Milwaukee Country Day School here 1:30 P.M.

January 31 — Basketball game Francis Parker School here 4 P.M.

There will be a meeting of the Tenth Grade Parents on Monday, January 23rd at the home of Mrs. E. Bartholomay Chapin.

EDUCATIONAL LECTURE SERIES

On January 16th, at 10:45 A.M. Mr. Thomas M. Folds, head of the Art Department at Northwestern University, will return to North Shore at the special request of the studens who were tremendously impressed with his lecture a year ago. He will discuss the "Meaning In Modern Art".

SECOND GRADE NOTES

The second grade parents met on Monday, November 7th, at the home of Mr. and Mrs. Ruggles. Miss Collingbourne gave a very interesting and informative talk on the work being done by the pupils following which Miss Linnell told about her art and craft teaching.

The second grade parents also met with the first grade parents in the home of Mr. and Mrs. Sinek where Mr. Browne explained the reading program.

A Toy Shop evening meeting was held in conjunction with the rest of the Lower School on Wednesday, December 14th.

NOTICE

Mrs. Olson, of the Lower School faculty, and her husband are anxious to find a place to live on the North Shore. They need at least four rooms. Please call the school or Mr. Olson at the Lower School office.

CHRISTMAS TOY PROJECT

Over a month ago the Lower School started their Christmas Project, and their efforts have proved extremely fruitful. On December 21st, three carloads of toys, clothes, and books and the Lower School Christmas tree and ornaments were taken to the Wendell Phillips Day Nursery, a nursery school for colored children, located at 2001 West Walnut.

The High School generously lent a helping hand and turned out a number of sets of large blocks and trains, which Lower School parents and children painted at their "Toy Shop" on December 14th. On that night parents and children assembled at the school and painted, sewed, and packed the toys the children had brought into boxes, which were then wrapped in colorful paper. Stockings for each of the thirty children were filled with oranges, crayons, books, toys, and candy.

After an hour's work, parents and children gathered in the music room and sang Christmas carols. The venture was a happy and successful one for the Lower School and will certainly be equally as happy for the children at Wendell Phillips Day Nursery.

NEWS OF OUR ALUMNI NOW IN COLLEGE

Mr. Smith has received notice from Smith College that Cynthia Gale and Eunice Helmold have had their names placed on the Dean's List.

From the Director of Admissions of Massachusetts Institute of Technology comes a very interesting and gratifying letter to Mr. Smith the purport of which is contained in the first paragraph, as follows: "It gives me great pleasure to inform you that the composite record made at the Institute by graduates of The North Shore Country Day School in recent years has been such as to permit the Committee on Admissions to waive the usual entrance test requirements for any of your students who graduate in the highest fifth of the class and whom you recommend to us for admission on that basis."

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII February, 1950 Number 5

OUR POLICY ON ADMISSIONS

As at this time of the year applications for admission of new pupils are already beginning to come in to the School, many questions regarding our policy of admissions naturally arise. Since there seems to be some uncertainty regarding this matter among several of our applicants and even among some of our own parents, is may not be out of place to discuss it briefly here.

The school does not attempt to be all things to all people. It has a well defined educational policy and practice which after thirty years are widely known and which make it distinctive. Certainly one of these tenets is its belief in the value of the home for the best education of children and, hence, the necessity of close collaboration and mutual understanding and respect between the parents and the teachers. Therefor, after careful consideration and study by the Directors of the School as well as by the faculty, as long as twenty years ago it was agreed that the first consideration in the admissions policy must be the understanding by the parents of the applicant of the ideals, aims, and educational methods of the school and their approval of them. Added to this, we look for parents who are willing and able to give considerable time and effort to working with the school's staff in helping each child to grow normally and naturally so that as many as possible may come into full possession of the best of their potentialities. Having satisfied ourselves on this point, we can move on to the consideration of some of the other factors that are important in deciding this question. These stem from the realization of the type of environment which we feel is best suited to the children's development.

Since we wish the school to consist of as representative and democratic a group of students as possible, coming from varied types of homes and backgrounds, we must be careful not to accept our new pupils from only one type of intellectual or financial bracket. Since we also desire to have children of varying intellectual abilities and personal charasteristics so as to avoid narrowing our students' acquaintance and experience to a single, limited type, we must avoid the sort of thing exemplified by competitive examinations, or the restriction of acceptances only to those with a high intelligence rating (if indeed it is ever possible to discover this obscure factor with anything like accuracy).

The school, therefore, has never been willing to concentrate only on brilliant pupils, nor has it ever allowed itself to be a haven for problem cases. We have tried, and are continuing to try to help to develop to their fullest extent the boys and girls who come to us from families who know us, believe in and share our ideals and philosophy, and are willing to help us work towards their realization. As the Board of Directors phrased it in the first decade of the school and as is still true, the decision to accept or reject any given applicant is based on the following two considerations: First, does this particular boy or girl need our unique and distinctive type of school? and, second does the grade group which this student would join need this particular type of boy or girl, and will it be able to assimilate him or her to their mutual benefit?

Under these considerations, it has not only been possible to take into the school pupils of great promise and with no apparent difficulties in the academic field, but also we may accept a student who has had or is having very considerable trouble academically or who is afflicted with a great physical handicap, such as deafness or blindness. The success we have had with such students as these latter is far more deserving of praise, for it is a vastly greater acheivement, than the very considerable honors won by the former group. Not only has the school been able in the vast majority of cases to meet the challenge of the greater difficulties of the latter group but, conversely, the effect on the rest of the group of students has been highly beneficial to them in that they, too, can understand and help to solve the problems which their classmate is facing.

I do not believe that any teacher worth his salt would wish to be affiliated with a school which accepted only those students who presented no problems of teaching or personality. Certainly it would seem to me to be a very sterile institution. There is little chance of such a thing ever occurring, however, for often the most stubborn and difficult problems develop in the children of highest intelligence and aptitudes. One must be exceedingly careful at all times, however, not to undertake more challenging cases than each group can absorb. This I believe we have done, — and shall continue to do.

Assuredly we may well be proud of our success with certain children who later turned out to be among our most successful graduates, but who came to us with a record of having previously failed in several other schools. Actually it would seem more accurate and fair to say that those schools had failed with them. In such cases it is always a great satisfaction to realize that we were able to succeed. I believe the other students perhaps as much as the teachers deserve the credit for such acheivements, and the benefit to them is invariably correspondingly great.

PERRY DUNLAP SMITH

MIDYEAR REPORT ON THE SCHOLARSHIP FUND

Parents and friends of the School have received in recent months two communications from Mr. John Hutchins, Chairman of the Annual Scholarship Fund Committee, together with the pamphlet "Scholarships in a Community School." Mr. Hutchins' letters and the pamphlet have described far more effectively than I could hope to do in a brief article the aims and objectives of the School's scholarship program. Further, I am sure that you now realize the worth of the program in terms of the benefits both to the school itself and to the recipients of scholarship awards.

For this school year ending in June a goal of $25,000 was set which covers the tuition of the students now on scholarships. To date, including contributions of slightly under $1,500 each from the parents of last year's graduating class and from the faculty play last fall, over $15,000 has been subscribed. The results at this halfway point in the school year have been most gratifying. But to reach our final goal by June the Fund will have to receive support from as many of the parents and friends of the school as are able.

Many parents who are not as yet subscribers have expressed themselves as favorably disposed toward making a contribution. To them I hope these paragraphs will serve as a reminder. There are also, I am sure, many other parents who have not given the matter their fullest consideration. To them I hope this article will serve as an invitation to study the subject further. As you will recall, the financial position of the School, which was discussed frankly at the fall meeting of the Parents' Association, indicated an operating deficit for the current school year. While several ways of meeting this deficit were considered, the Directors of the School felt that a more substantial income through the Scholarship Fund on an annual contribution basis would be the way most acceptable to parents and friends of the School and most consistent with the School's ideals and traditions.

Therefore, in the light of these considerations and for the four reasons listed below which are from "Scholarships in a Community School," I urge you to support the North Shore Country Day School Annual Scholarship Fund. If your pledge card has become misplaced, additional ones may be obtained at the School office. Your contribution will be used

1. To help foster and maintain the democratic spirit of the School.

2. To allow certain worthy children to enroll who would otherwise be financially unable to attend the School.

3. To make certain that no child will be deprived of the opportunity to graduate with his class for financial reasons.

4. To continue to attract and maintain a strong faculty.

GEORGE H. HANFORD

Mr. and Mrs. Olson are still looking for a place to live on the North Shore. Mrs. Olson is commuting from Chicago, and it takes her over an hour to get to school. Any information about housing possibilities will be greatly appreciated and can be left at the school office or phoned to Mo. 4-1882.

FACULTY TEA

On Monday, February 20, at 3:30 there will be a tea in the Art Library with Mrs. Talcott Griswold, Mrs. Tilden Cummings and Mrs. James Allen as hostesses. In addition to the faculty, two artists whose work will be on exhibition at the School are to be guests of the parents. Both painters are residents of Winnetka. They are Louise Stanton, Mrs. Francis Stanton, a former North Shore parent and Leonard Linn who does modern abstractions employing a new medium of casein paint.

CALENDAR

Saturday, February 4th, Basketball game with Elgin Academy there at 2 p.m.

Monday, February 6th, Educational Series, Howard Whitman, "Parents are Human, Too".

Wednesday, February 8th, Basketball game with Wheaton College Academy there at 3:30 p.m.

Thursday, February 9th, Lincoln's Birthday Exercise.

Friday, February 10th, Basketball game with Francis Parker there at 3 p.m.

February 10th, 11th, 12th, 13th School Holidays.

Wednesday, February 15th, Basketball game with Lake Forest Academy here at 4 p.m.

Saturday, February 18th, Girls' Basketball game with Grosse Point here at 4 p.m.
Boy's Basketball game with Detroit U. here 7:30 p.m.

Monday, February 20th, Educational Series, Irving Johnson, "Yankee Wander World".
Faculty Tea at 3:30 p.m. in the Art Library.

Wednesday, February 22nd, Basketball game with Racine Lutheran here at 4 p.m.

Friday, February 24th, Girls' Basketball game with Kemper Hall there at 3:30 p.m.

Saturday, February 25th, Girls' Basketball game with Milwaukee Downer there at 10:30 a.m.
Boys' Basketball game with Milwaukee C.D.S. there at 1:30 p.m.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

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EXTENDING VACATIONS

Each year the problem of the spring vacation is a perplexing one. No two schools seem to agree on the best date and there are many variable factors to be considered. There are Easter and Holy Week, which come at a different time each year. There is the matter of the College Board Examinations for the seniors, the date for which has again been shifted this year. There is the question of dividing the school terms as evenly as possible. Finally, we try to be considerate of our juniors and seniors in the matter of so setting our vacation dates as not to coincide with the colleges' insofar as possible, thereby allowing interested students to make the visits to college campuses which are important both to the applicants for admission and to the deans of admission, and so much more satisfactory if made while the college is in session.

We try to work out an answer to these problems as well as we can and also to give vacationing families time enough to reach localities at some distance. This year the spring vacation begins on Wednesday afternoon, March 29, and extends through the two following weeks ends up to Wednesday morning, April 12 at 8:30 o'clock. This is a longer spring holiday by four days than the usual one week plus two week ends which is customary in schools of our type. We can give the children these extra days safely only if they return to school promptly and ready to work. The faculty feel that the children will benefit by the extra days if they are willing to do their best and are in condition to do their best when they return.

It is, therefore, important that the parents do not ask for extra vacation days either before or after the stipulated time of the vacation. Each year there are students who leave early or return late from the spring holidays. This is a heavy burden on the teachers who have to do extra work to help the child in question to catch up to the others, and is also unfair to the other children who return on time and who may have made considerable sacrifice to do so. To have students enter a class late always slows down the progress of the group for it inevitably divides the teacher's attention. In addition to this, being late or leaving early has an unfortunate effect on the attitude of the child in question by seeming to indicate that school work is not important when it conflicts with pleasure or convenience.

Of course, there are exceptional and unavoidable circumstances and in such cases we are glad to do all we can to help the student recover lost ground. All absences are a burden to the teachers and a handicap to the child, but if parents are careful to avoid the unnecessary absences, this handicap can be held to a minimum.

Whenever unavoidable conditions make it necessary for a child's vacation to be prolonged, it will help greatly if both the teachers and I can be notified as far in advance as possible so that we may plan carefully how to have the work made up with the least possible delay. Often there are many ways of bringing this about, if we have time enough to consider them. In all cases it is essential that we should be notified promptly when a child's return is unexpectedly delayed so

that we will know when to expect him. In the past our parents have generally been most considerate and conscientious in this matter, but sometimes in homes where the question has never happened to come up before, the family has not been aware of the values involved. Hence this comment on the matter. I hope this year that since the vacation is longer than usual, the number of exceptional cases will be correspondingly fewer. Incidentally, the colleges feel so strongly on the subject that in most of them there is a rule that absence from the last class before a vacation or the first one after it will be considered a serious offense, and will be penalized accordingly.

PERRY DUNLAP SMITH

CHOOSING A COLLEGE

When students enter our high school they embark upon a four-year program designed to encourage the greatest personal and intellectual growth and further delineated to prepare them to meet the requirements of college entrance. Their courses of study include the prerequisites of the most exacting college in order that they may not later find themselves excluded from the institution of their choice. In each succeeding year course plans are re-examined in the light of particular college requirements, and as they approach the end of their four years plans are laid for the tests given by the College Entrance Examination Board. This allows parents and students the security of knowing that a choice of college is a matter of finding an appropriate institution.

There are a myrid of factors which combine to make a college, and any analysis which limits itself to each of the elements taken in turn may well give a false picture. This danger we must risk and look at some of the more obvious factors. Since you may stay in the middlewest, go east, or go west and find good colleges, we may consider the general location to be purely a matter of personal taste. Costs vary through several hundreds of dollars and this is again a matter for each family to discuss. Whether you choose a college set in a city or one in a rural area, you may expect to find similar educational opportunities; and prestige attends the names of better colleges wherever they may be. However, in deciding between a large and small college, we move out of the realm of individual preference and begin to judge the advantages and limitations which size may place upon an institution.

Such small colleges as Swarthmore, Amherst, and Sarah Lawrence allow students to know one another more intimately, to work more closely with members of the faculty, and to play a larger part in campus activities than do their larger counterparts — Smith, Yale and the University of Michigan. What the larger colleges lack in close personal relationships is for many students overbalanced by the wider scope of courses offered and by better facilities for study. Here the wise choice results from judging the needs of the particular student.

During the war years and accelerating more recently, a general education movement is taking form within the liberal arts colleges. This appears to be a trend developing over approximately one half a century. Before the first world war many of our colleges offered their students degrees when they had completed a four year program of courses which might or might not have any relation to one another. This resulted in the student who knew a little bit about a great many things but was the master of none. Early attempts to correct this weakness resulted in the system of distribution and concentration, a plan under which the student was introduced to each of four or five major divisions of learning and was expected to choose several further courses within one of these fields. This allows both for some breadth of academic success and a considerable degree of learning within one

sphere. The plan was particularly well suited to solve the problem of the student who has strong individual leanings in contrast to particular weaknesses. With the development of general education schemes, colleges increasingly prescribe the course of study for all students. At Colgate, for instance, three freshman courses, two sophomore courses, and one junior course form the core studies which all students must take. While this may be normally good, such a plan could prove quite discouraging to the student with interests already developed and a desire to move rapidly into some field of concentration.

Another point worth investigating is the matter of particular academic strengths, as it is not uncommon for colleges to build one department more successfully than others. Occasionally a unique scholar and teacher will gather a department of strength all out of proportion to those which his colleagues have managed to muster. Kenyon College has now an unusually strong group in the field of creative writing, Oberlin has excellent music as has Smith, Brown is said to have the nation's best department of applied mathematics, Bryn Mawr has an exceptionally strong foreign language department. Such excellence is for the interested student an unforgettable experience.

We are coming to realize more strongly that the education of a college student may be as important in the so-called extracurricular activities as it is in academic fields. The college newspaper and literary journal, the dramatics club, varsity and intramural athletics, the student government, economics club, political societies, and many other such opportunities form an environment in which the individual may develop interests, skills and understanding. Colleges like Wesleyan University have taken particular pains to foster such activities. Social clubs at Wellesley are organized around such special interests as dramatics, creative writing and sports. There seems to be no way to simplify the question of fraternities and sororities, in part because the never ending controversy over their values and their sins has somewhat obscured the fact that different systems of rushing and pledging result in quite varied effects. The problem is, therefore, often a matter of choice as to what kind of social club one approves. The scale runs all the way from such colleges as Carleton, where the students voted to ban all secret societies, through institutions like Amherst and Brown, which have made rules to which the fraternity must comply, to those places where fraternities and sororitites provide their own standards and to a large degree control the social life of the college.

The process of choice of a college is for most students an agonizing one. They must examine themselves, their records, their ambitions and hopes, and they must make their desires clear to their parents. They get help from the faculty and they have many chances to talk to the college deans who visit us each year, but in the last analysis it often seems to be a struggle to determine factors of atmosphere. This quandary cannot be settled by words alone, and many parents have reported the satisfaction which has come as a result of a visit to two or three of the possible choices. For the girls it is wise to make final choice of college by the end of the junior year or early in the senior year. For the boys there is little need for decision before the middle of the senior year. For both boys and girls it seems usually more beneficial to make an exploratory trip to colleges during the junior year.

MARY G. WILCOX
NATHANIEL S. FRENCH

NOTICE

On Wednesday, March 29, the day before spring vacation, Lower School classes will be dismissed at their usual time.

Middle School classes will be dismissed at 2:50 p.m.

High School classes will be dismissed at 12:35. However, all students attending the Theatre Guild play that afternoon will remain for lunch at school.

FACULTY TEA

On Monday, March 13, there will be a Faculty Tea at 3:30 in the Art Library. The hostesses will be the chairmen of the tenth, eleventh and twelfth grades, Mrs. Boyd N. Everett, Mrs. W. Donald Roberts and Mrs. Donald Jones.

SEVENTH GRADE TRIPS

The Seventh Grade in connection with its study in science of the sources of energy and raw materials in this country has visited several industrial plants. The January expedition was to a strip mine of the Northern Illinois Coal Corporation in Wilmington, Illinois. On February 21 the students visited the Sinclair Oil Refinery in South Chicago. Future trips are planned to include Inland Steel and Koppers Coke plants. Mr. Rhodes and the students are very grateful to the parents who provided transportation.

ENROLLMENT

Last month I wrote the parents of the School on the question of enrollment for next year. While expression to others of our own thoughts about the School is obviously the best method of spreading news of it, there is available some very effective literature about North Shore. With my letter cards were enclosed for the parents' use in submitting names of families which should receive this literature. The response through these cards has been most gratifying but I am sure that there are many more families in the North Shore communities who should have their children with us. Therefore, I should like to take this opportunity to urge those parents who have not already done so to write or phone to the school office the names of any such families.

Talcott Griswold
Chairman of the
Enrollment Committee

LIGHT OPERAS

This year the students of the high school, under the direction of Miss Parker, are presenting two short light operas. They are *TRIAL BY JURY* (Gilbert and Sullivan) and *DOWN IN THE VALLEY* (Kurt Weill). The main performances will be held on the evenings of Friday and Saturday, March 24 and 25. A special matinee for the Middle and Lower Schools will be given at 3:00 on the afternoon of Thursday, March 23. Every member of the high school will be in some way connected with the production. We hope you will all come. Tickets for reserved seats are on sale now at the school office. The price is $1.20.

CALENDAR

March 3 — Girls' Basketball Game, Ferry Hall — here — 3:00 p.m.
March 4 — Girls' Basketball game with Girls Latin School — here — 4:00 p.m.
March 8, 9, 10 — Senior Third Term Tests.
March 11 — College Board Exams for Seniors.
March 13 — Faculty Tea, 3:30 p.m. in the Art Library.
March 20 — Educational Series Orville Prescott — "Books of the Times."
March 23 — "Down in the Valley" and "Trial by Jury" Matinees.
March 24, 25 — Evening Performance of "Down in the Valley" and "Trial by Jury."
March 27, 28, 29 — Third Term Tests for 9th, 10th and 11th Grades.
See Notice for Closing times March 29
March 30 to April 11 inclusive — Spring Vacation.
April 12 — School Reopens.

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NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

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HONOR AND EXPEDIENCY

In a free and class-less society such as we hope to build in America castes or hereditary classes cannot exist. Each citizen makes and earns for himself his own position and is free to climb as high as his own capabilities and enterprise permit. Ideally, no one is handicapped by the accident of birth, creed, or color. We have not attained this ideal in full as yet, but as Americans we are all striving to attain it.

And yet every parent feels he has the right to pass on to his children certain material advantages which he has earned by hard work and careful planning. If we are truly realistic in facing the facts of our social order as they are today, we admit that the children of those who have reached an economic level which permits them comfortable homes in an attractive neighborhood, good food, and some considerable amount of leisure time, do have, by the accident of being born in such a family, a distinct advantage over those boys and girls who have to face life without them. Our society, however, has remained flexible enough to make it difficult for the children of the well-to-do to retain those advantages long, or to derive benefit from them, even if they do retain them, unless they themselves become the kind of persons who deserve them, or can earn and use them wisely. "Shirtsleeves to shirtsleeves in three generations" is still a rule which is functioning regularly throughout the nation, and keeps our society fluid and class-less.

Our job as parents is to make our children aware of this rule and prepare them wisely to face it and to take advantage of it. It is sometimes hard for our youngsters to accept this fact completely. The exuberance and optimism of youth lead them to believe and take for granted that the comforts and advantages they now have, which are supplied them by their parents, will continue to flow to them just as readily throughout life. It is the function of the school, as well as of the home environment, to broaden their horizons, increase their understanding, and to prepare them to face the principal emergencies of life with courage, confidence, and comprehension.

But the aristocratic caste system of the old days was not all evil, although it was based on false premises. In those countries where it was practiced with the greatest wisdom, especially in England, the unfairness of the acquiring of caste, titles, and wealth by the mere accident of birth was balanced by the rigid enforcement of the principle of "'noblesse oblige." Parents of gentle birth impressed upon their children from earliest infancy the necessity for the code of honor which

as members of a privileged class they must rigidly obey. They set up systems of training for the young esquire designed to teach him courage in the face of all hardship, endurance, chivalry toward women, and above all, honor. Nothing was more sacred than a knight's honor, even death was preferable to losing that. When a gentleman pledged his word of honor, it was never broken, least of all for personal gain.

In time of war only an "officer and a gentleman" could give his word of honor or sign a parole for his men. The common soldier, being "meanly reared," had not been given the rigorous training which would cause him to realize that honor was the basic framework on which society was built. He might be induced to break his pledged word under the pressure of expediency. Being of humble birth, society did not blame him very much for that, for even in those days it was realized that humans are not born honest any more than any of the other animals. A sense of honor has to be trained into us by careful and prolonged conditioning. The elaborate ritual of the squire's training before he could become a knight, much of which was decidedly cruel and brutal, was designed to condition and test the young boy to be sure he could live up to the code under even the most adverse conditions, including personal hardship and suffering. The young men of noble birth knew that they were expected to live up to this rigorous code as a price of their inherited position and privilege of rank. Their parents accepted the responsibility of instilling these principles into the very fibre of their children's being. They did so zealously and with the sense of contributing to the very life blood of their own well-being, for they knew their civilization would hold together only so long as its leaders accepted and practiced these principles of honesty and honor. They had, in their daily lives, the time and ability to instill them thoroughly and completely. The peasants, for whom the mere struggle to keep alive left no time to think of anything else, could not be expected to do more than practice expediency. Naturally, one could not expect them to tell the truth when a lie would be more expedient, or to make sacrifices of their own personal comfort or welfare for the sake of being fair to others or to protect someone weaker or less fortunate than themselves. Chivalry could mean little to them as they had had no time to think about it nor to be trained in it. The miracle was that in spite of everything so many did practice it almost instinctively and that so many did develop a high standard of honor and honesty.

There seems to be nothing left of this social obligation in the training of our children today. Those who have, through the opportunities afforded by the democratic process, been able to achieve a position of some security will do well to consider our obligation to revive and continue the old tradition of inviolate honor and honesty as an inheritance for our children. We, too, have the time and opportunity to give the necessary training in these matters to our young, and in our chaotic social order such standards are more needed than ever. It is the kind of inheritance we must pass on to them through careful, thorough training and continuous practice, for it can not be inherited through the genes or the blood

stream. It is taught, above all, by personal example. This makes our task doubly difficult, for there is little evidence in contemporary life of any grave concern on the part of society as a whole or of its political leaders and those who hold the destinies of the world's nations in their hands as to the necessity for abiding by their pledged word if circumstances make it expedient to do otherwise.

One can hardly blame young people for a lack of a sense of the necessity for a code of honor as the backbone of any social system in civilized society when they find it so consistently honored in the breach by the world about them. Oliver Goldsmith once wrote:

"Where wealth and freedom reign, contentment fails,
And honor sinks where commerce long prevails."

And yet, in the world of commerce as well as in the sphere of international politics, and in our personal relationships as well, the whole fabric of civilization will decay and crumble to dust if such a code is allowed to disappear. We who, through education and the possession of some leisure time, have the opportunity to see and understand these things, have the responsibility and obligation to try to bring about such a revival. In a small school, where the parents are in close touch with each other, a powerful force can be put to work to establish and maintain such a code.

The tendency which today seems prevalent around us, especially when we live in comfortable circumstances, is to accept the expedient. But we need not follow this trend, especially if we are on guard against it;

"The time demands — men who have honor,
Men who will not lie.....who live above the fog
In public duty and in private thinking."

We have the opportunity as well as the obligation to help our children to realize and accept the code of a high standard of honor both in practice and in principle as the price of the advantages they have been given by their parents in being able to live in enough security and comfort to assure them time to fit themselves to take the lead in such matters of social welfare. A social and moral awakening among thinking people, young and old, would go far toward helping us to solve some of our most pressing and perplexing problems today.

PERRY DUNLAP SMITH

Parents of the Lower School will be privileged to hear an address by Miss Helen Ross, Administrative Director of the Chicago Institute for Psychoanalysis on Monday, April 17 at 3:30 P.M. in Walling Hall. Miss Ross' topic will be "Children Have Problems, Too."

Helen Ross is recognized as one of the outstanding experts in the country in her field. In addition to her work with the Institute for Psychoanalysis she is a member of the Board of the Field Foundation and the National Committee on the Mid-Century White House Conference on Children and Youth, the latter being a group of fifty leading psychologists and psychiatrists from all parts of the United States.

While the meeting is being held primarily for the parents of our Lower School, Miss Ross' talk is expected to be of such widespread interest that invitations are being extended to the whole North Shore Country Day School community as well as to the parents of the Winnetka primary schools through their principals and Parent Teacher associations.

PARENTS ASSOCIATION BUDGET

Some of the parents in the School have expressed interest in the disposition of the funds of The Parents Association which are collected each year in the form of $5.00 dues per annum per family. Perhaps the clearest way of explanation is to submit the 1949-50 Budget as prepared by the Association's Finance Committee. This budget is as follows:

Notes	$ 300.00
Secretary's expenses	70.00
Treasurer's expenses	20.00
Athletic Committee	150.00
Football teas	50.00
Refreshment Committee — Fall & Spring meetings	75.00
Library Committee	50.00
Art-Library Committee	50.00
House Committee	293.00
	$1,058.00
Estimated Receipts (dues from 229 parents)	$1,145.00
Estimated Excess of Receipts over Expenditures	$ 87.00

By way of explanation of the various items of expense, the publication "Notes" comprises nine issues and is prepared and mailed out each month to parents and friends of the School. The expenses of the secretary and treasurer are confined to printing and postage. The expenses of the Athletic Committee center almost entirely around the preparation and maintenance of the skating pond which has provided fine sport for both students and staff. During the football season several teas following important games were held and the expenses were paid for from the Association treasury. The same type of expense is incurred in connection with the Fall and Spring meetings of our Association. The expenditures of the Library and Art Library Committees have to do with the purchase of books, framing of pictures and pictures. The House Committee this year has redecorated the powder room and will have hung new curtains in the lunch room.

It is through projects of this character developed by our standing committees that parents play their part as participants in our way of schooling so well known to most of us.

In connection with the estimates of our Treasurer, Mrs. Edward Gammie, of anticipated revenue, she reports that of the 229 members of the Association 207 have

paid their dues. As indicated we need the balance of $110 from the parents who have not yet paid if we are to end our year with a modest surplus with which to commence the school year next fall.

H. K. FARRAR, *President*

PARENTS ASSOCIATION MEETING

This is a preliminary and very early announcement that the Annual Spring meeting of The Parents Association will be held on Monday evening, April 24th, invitations to which will go out at an early date. Present plans call for the meeting to have as participants, parents, members of the faculty and student body conducting a question and answer panel. Parents of the school will be urged to send in questions they may have with regard to any phases of the School's operation.

It is hoped these questions will cover a broad scope with respect to secondary education and the School's policies.

We hope to have a large attendance and parents will be asked to bring friends, particularly those who may have children who might be candidates for enrollment in North Shore.

H. K. FARRAR, *President*

SENIOR STUNTS

On Monday evening, February 27th, at the John Fenn's the Twelfth Grade parents met to discuss their participation in the Stunts to be held the afternoon of June 7th.

Mrs. James Witherell (Hope Summers) is Stunts Chairman. Committees were appointed, many good ideas were exchanged and all preparations are well under way. There will be another meeting for the whole grade in April. Watch for your notice and plan to attend without fail.

MRS. DONALD JONES
12th Grade Chairman

VARSITY ATHLETICS

Baseball Schedule:

Tuesday, April 11 — Francis Parker — here 3:00 p.m.
Saturday, April 15 — Open Date
Wednesday, April 19 — Open Date
Saturday, April 22 — Glenwood — there 2:00 p.m.
Wednesday, April 26 — Open Date
Saturday, April 29 — Milwaukee Country Day — here 2:00 p.m.
Wednesday, May 3 — Racine Lutheran — here 4:00 p.m.
Saturday, May 6 — Lake Forest Academy — there 10:00 a.m.
Wednesday, May 10 — Open Date
Saturday, May 13 — Open Date
Wednesday, May 17 — Glenwood School — here 4:00 p.m.
Saturday, May 20 — Racine Lutheran — there 2:00 p.m.
Wednesday, May 24 — Lake Forest Academy — here 4:00 p.m.
Saturday, May 27 —— Milwaukee Country Day — there 2:00 p.m.

Tennis Schedule:

Friday, April 28 — Elgin Academy — there.
Friday, May 19 — Elgin Academy — here

Golf Schedule:

Friday, April 28 — Elgin Academy — there.
Friday, May 19 — Elgin Academy — here.

Please note that we are starting Varsity Tennis and Golf for the first time.

Our schedule will be limited on a trial basis with the hope that the program will have enough interest and value to be continued.

MIDDLE SCHOOL BASEBALL

The Middle School is entering two teams in the Inter-School Baseball League which includes teams from the other schools in Winnetka.

The aims of this league are not to bring about school rivalry but to instill a friendly competitive spirit among the players and spectators and serve as a baseball clinic for the students.

The games will be played at Skokie play field, however, the dates have not been set at this time.

Additional Dates:

Friday, May 5 — Francis Parker — there.
Friday, May 19 — Francis Parker — here.

FROSH-SOPH BASEBALL

Wednesday, May 10 — Francis Parker — here 4:00 p.m.
Wednesday, May 24 — Francis Parker — there 4:00 p.m.

APRIL CALENDAR

April 12 — School Opens
April 24 — Parents Association Meeting

HONORS FOR OUR ALUMNI NOW IN COLLEGE

Mr. Smith has had a letter from Sweet Briar telling of further honors which have come to Judi Campbell, now a senior. She was elected vice-president of student government and also chairman of the Judicial Board, "which must review all disciplinary cases and is composed of the most responsible citizens on the campus." In addition to this, Judi was one of three students elected by the whole student body to serve on the joint council. "This is a new discussion group composed of three members each from the faculty, the alumnae, the Board of Overseers and the students to discuss questions of policy and serious matters which would concern the four bodies represented."

The editor is asked to remind parents and friends to send in gratifying reports like the foregoing. Such information is not always sent to the school by the college. When Mr. Smith was in Northampton recently he was told by the Director of Admissions that five of our freshmen at Smith had made B averages, which is the grade required for inclusion on the Dean's List.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII May, 1950 Number 8

WE ARE NOT ALONE

In these days of changing social patterns and customs, the parents of growing children are faced with perplexing problems such as few have ever faced before. This is particularly true of the parents of teen age boys and girls.

Our young people too are having great difficulty in knowing what is correct behavior or even what sort of actions are safe proceedures in the rapidly changing world in which we live. Since nearly every situation we face is an entirely new one, both young people and adults have no previous pattern to refer to as a guide. This was not the case when our elders were growing up. Consquently we feel baffled and confused and, being unable to see clearly what to do or to discover a cause for the predicament in which we find ourselves, we tend to place the blame on forces not under our control and seek safety in flight.

It is pretty well agreed by the best modern thinkers, however, that to attempt to solve a problem by running away from it is futile. It is far better to try to face the situation squarely and work it out as best we can on the spot. This is particularly true when the problem is not a local one, but is to be found in many other communities besides our own. This seems to be true in the present case.

I was struck by this fact when I had the opportunity of hearing Margaret Mead, the famous anthropologist, and herself the mother of an adolescent girl, speak before a small group in Chicago recently. I had just finished reading her newest book, MALE AND FEMALE, which I heartily recommend to any parents who are interested in the problem of bringing up boys and girls so as to live adequately in the modern world, and so was anxious to have an opportunity of discussing some of its points with her. To may amazement she started out her talk by stating that one of the serious problems we are facing throughout America today was the custom of boys and girls to start "dating" at earlier and earlier ages. She finds as an anthropologist that this is actually a change in our social mores and is spread very widely across the continent. She believes that this custom is going to continue its progress to even lower age levels and she views this with some alarm. Far from being able to run away from it by moving to another part of the country or by sending our child away to school, we will certainly increase its importance by such a move, for its hold on the children seems to be caused by fear of not being accepted by a certain group and that one will be left out of social activities if one does not have a "date". Many of the boys, too, do not like dating, for it is a rather mature form of recreation, children usually preferring to play in groups as most young animals do. But since they feel that it adds to their prestige to be able to display "a date", they will attach themselves to a girl for whom they have little or no real liking or affecion, in order to establish themselves as socially successful.

The answer to this, or at least a partial one, is to do all we can as parents and teachers to increase the boy's, or girl's, sense of security within himself rather than merely permitting him to belong to a group and accepting the group standards unquestioningly. If we can make them have more faith in themselves through their own accomplishments rather than through group membership we will have made a start in the right direction. This can be accomplished by supplying as many normal outlets for the child's normal abilities and interests as we possibly can — both in school and at home — and by helping him to find satisfactions therein by our praise and particularly by sharing his interests and enthusiasms with him ourselves.

Miss Mead stated that much of the adolescent's lack of security came from a fear of finding oneself in an unknown and unfamiliar situation with which one is not prepared to cope readily. To be alone with a member of the opposite sex is a rather mature experience more nearly suited to adult individuals than to adolescents. The mere necessity for carrying on a conversation is often frightening even to adults and has resulted in many sorts of devices for avoiding that necessity, including mass entertainment in the form of movies, television and radio. She felt that so called "necking and petting" was in part an expedient for relieving the participants from having to converse.

A partial answer to this situation would seem to be for both the home and the school to accustom the child to developing real interests and projects and to entice him into discussions about them with adults who were similarly interested. Or to accustom him in the home, or class room, to hearing adults carry on such conversations, into which he could be gradually and tactfully drawn an induced to take part. This would in itself be a defense against the choice of mediocre or shallow minded companions for they would then seem to lack permanent worth.

In all of this the importance of restoring the home and the family to its old time place of influence in the child's life is very great. Perhaps we parents, being baffled by the situation ourselves, have not dared to assert enough of our own confidence in the underlying values which do not change with time. It may be that we too have conceded too much to group mores and mass security through association. We have bowed to the children's fear of being different from their age group gang and hence deprived them of the sense of strength that comes from belonging to a family which is secure enough in itself to practice what it believes to be right.

Last month parents of one group of children, none of whom were as yet in High School, were astonished to discover, that unconsciously little by little they had allowed their control over their youngsters to slacken until these children were inviting their friends to rather large dinner parties, and even house parties without the parents of the guests receiving any word at all from the parents of the child doing the inviting. Unconsciously it had been taken for granted that the parents involved, of course, were well aware of the extent of the invitations, but actually no communication between the parents was taking place, except in very few instances. The result of this was, of course, one or two parties that got decidely out of hand, and this in turn resulted in a firm determination on the part of all the parents to return to the old fashioned custom of not allowing one's children to accept invitations to the homes of their contemporaries unless an invitation had come from the parents themselves.

This strengthens the child's sense of responsibility to his host. It tends to do away with the feeling of uncertainty regarding hours and conduct which is present

when no real invitation is extended. Moreover it tends to discourage the rapidly spreading custom of "gate-crashing" which has been greatly increased of late by the current popularity of "Open House" parties.

That situation, too, is not a local one. I read with interest an article in a recent issue of the Highland Park News which described a meeting of the fathers of the pupils of the Highland Park High School which became " a worry session over what to do about the party crashing plague which has over run the city and made a shambles of some of the nicest homes in town". The fathers finally drew up a series of "regulations to be enforced voluntarily in their homes". I commend them to our parents. The first rule is "Parties will be by invitation only" with fathers at the door to see that this is complied with. The second had to do with late hours, i.e. A. "only one late permission per week be granted", B. "On Friday nights 9th and 10th Graders to be home by 11:00 to 11:30; 11th and 12th Graders by midnight", C. "On Saturday nights, 9th and 10th Graders 1:00 a.m., 11th and 12th Graders 1:30 a.m.", D. "Parties in homes to break up 11:00 to 11:30", E. "Parties in homes after dances to close in time to meet schedule C. above".

It seems to be unwise to attempt to regulate one's home through rules passed by associations outside of it, but I have quoted the regulations agreed on by our Highland Park neighbors, so that our parents may know how other nearby homes feel and have acted in an attempt to control this situation.

The problem is one belonging to all communities in the nation. It is not ours alone. But how we solve it for our own children is our individual concern. Our parents have dealt wisely with such problems before and I believe we can handle this one. It will of course take good judgment, understanding of our children's needs, and the courage of our convictions. I do not believe we lack these.

PERRY DUNLAP SMITH

INTENSIVE READING

In our concern for developing the reading power of our students, one of the experiences which we consider valuable is direction and practice in intensive reading, an admittedly demanding exercise. Such close analysis by a student of all of his reading material is neither desirable nor possible. In class, therefore, we concentrate on the analysis of the different types of material a student meets — fiction, non-fiction prose, poetry, drama. We try to help students understand and enjoy their reading by also emphasizing one aspect of reading ability at a time, for instance, the ability to read for the central idea in a selection. However, as the maximum potential comprehension of a piece of reading material depends upon the application of all of one's reading power, we make use of such class exercises as the following analysis of Edwin Markham's "The Avengers," used with a group of sophomore girls.

"The laws are the secret avengers,
    And they rule above all lands;
They come on wool-soft sandals,
    But they strike with iron hands."

The intensive reading of this poem has two major objectives: one, the comprehension of Markham's idea, and two, the evaluation of the author's idea so that it may extend the student's individual growth and experience.

Reading for the main idea which Markham expresses in these four lines draws attention first to two things: one, the title, which can be considered the author's

own distillation of his meaning, and two, the grammatical structure of the first sentence. The verb "are" leads one to expect a definition. The question arises, "Is Markham trying to explain what he believes laws are?" A discussion of what he says "laws are" brings out the following points: 1) they are evengers, 2) they rule, 3) they come, and 4) they act. This indicates that Markham is not here concerned with a full explanation of the meaning of the word "law", that the poem is not defining law, but that it does deal with the manner in which laws operate. Ideas such as who makes laws, for what purpose, and by what standards, are discarded from the possible meaning of the poem. Such recognition of the author's limitation of his purpose is the kind of recognition which a reader uses in distinguishing an author's idea from his own or in distinguishing fact from opinion. It also points out the misleading effect of the definition-implying "are" in line 1.

If Markham tells, in this poem, how laws operate, why does he use the title, "Avengers"? What is the meaning of "avenge"? Students will contribute "revenge" as a synonym. While the two words have the same meter so that either could be used from this point of view, the difference in the quality of retribution they suggest must be pointed out. Such difference is important to the development of a student's sensitivity to language. Eventually it becomes clear that Markham is trying to emphasize the just, as distinct from injurious, retaliation of laws. Here the student has had practice in distinguishing between the meaning of the words he sees before him on the printed page and the idea he has in his own mind. This distinction is essential to the eventual *relating* of the new idea to his own ideas.

The next step is to consider what Markham meant by "laws". The variety of suggestions from the class....man made (traffic cop), customs and convention (we eat with silverware), laws of conscience, and natural and universal laws (death, God,)....reveal both the experience a given student brings to bear on this poem and the quality of his generalizing faculty in being able to extend his experience to include that of others. It also suggests the need to reread the poem to see which of the class suggestions Markham could have meant. The clue is sought in the functions Markham describes.

The question of the literal and symbolic interpretation of "they rule above all lands" arises. Does "all lands" mean "all *territorial* lands"? If so, we can dismiss ideas of laws that are not universal. Does "all lands" mean "at a given time" or "without regard to time, agelessly"? It is suggested that the line might mean that any given law or custom operates impartially upon those within the group (family, nation, mankind) who accept it. Discussion on this point reveals that either the territorial or the symbolic interpretation of "all lands" is possible for the sense of the poem. In this particular case the reader may select that meaning which seems most significant or enjoyable to him. Here again the difference between what the poet says (all lands) and the impact of the words on the individual reader is stressed.

The fact that either universal laws or man made laws "come on wool-soft sandals, and strike with iron hands" is easily grasped. The personification of laws is discussed as a technique of the writer's for putting across his idea by using words within the grasp of the reader. Sophomore girls see readily the effectiveness of personification in its appeal to the realm of human activity. Likewise, the details of "wool-soft sandals" and "iron hands" are analyzed as making clear, by association with concrete, familiar objects, the abstract idea. Recognition of the purpose of these details is important, as a good reader must know that details are used for different purposes: examples, substantiation, clarification. This is also im-

portant in training a student to see the structure of the selection he is reading as an aid to comprehending it.

A discussion of the word "wool-soft" leads a student to see the difference between this hyphenated word, "wool, soft","soft, wool" and "woolen"....all of which, from the point of meter, the author might have used. It is clear that it is the quality of *gentleness* in wool, not its warmth or shagginess, which Markham wished to convey in contrast to the *firmness* of "iron". The student then sees more easily that the contrast implied by "But" (line 4) is not a contrast of action (they come....but they strike) but a contrast in the *manner* of action. Again, the recognition of the suggestive force of the words and of the need for precision in meaning is apparent. This can assist the student to deal more competently with the metaphoric quality of language.

Finally, the manner in which Markham says justice operates is joined to the idea of impartiality, expressed in line 2, and the student is now better able to state the main idea of the poem. Laws, in their impartiality and resoluteness, are the real, if not the known and recognized, vindicators of wrong. Once the idea of vindication is brought in, it is a little hard to see how Markham could have applied this to natural laws. What, after all, does death right? However, it still seems possible to apply Markham's idea to all of man-made or God-given laws and customs, and it is suggestive to consider death as the justice due a life lived its course. The recognition that the prose statement is a good deal less effective than the poem is important for the student's future enjoyment of this type of literature.

The ideas in Markham's poem can become significant for the student when they are related, through discussion, writing, and more reading, to other similar or related topics, such as, for instance, revenge as a method of retaliation, the sources of law, or the criteria for the *best* law. Practice in intensive reading can give the student a *method* for increasing his understanding of what he reads. On this understanding rests not only his enjoyment of reading, but also the breadth of the experience which he has to apply both to new reading and to his growth as an individual.

VIRGINIA S. DEANE

MAY DAY

The May Day celebration this year will be on Friday, May 12th, from 10:40 to 12:30. In case of an unfavorable weather forecast for this day, (rain or snow) the faculty decided to postpone May Day until May 19th. In this case the children will be informed on Thursday of the change in date.

The sophomore girls are in charge of all the preparations and will also plan the entertainment. The sophomore boys will help with the cleanup and distribution of the refreshments.

The fourth grade will give a play based on their studies of Egypt and the Egyptian spring ritual. The ninth, tenth and eleventh grade girls are inviting a group of children from the Northwestern University Polish Settlement in Chicago and a group of first grade colored girls from the Emerson School.

The whole school will honor the May Queen and her attendants by dances on the green. Parents will bring picnic lunches for their children and guests. Coffee and ice cream will be provided.

The senior mothers are asked to meet with Mrs. Wilcox and Miss Wied in the Art Library immediately after the picnic on May Day.

Should the weather auspices on May 19th again be unfavorable, the May Day celebration will be held in the Boys Gymnasium.

KARLA LANDAU

THE SENIOR PLAY

This year the Senior class will present the play "Dear Brutus" by Sir James M. Barrie. The play tries to point out that even if we were given that oft-desired "second chance" we would do no better than originally. The characters of the play have been invited during Mid-Summers Week to the house of a little man named Lob. During the course of the play they find themselves transposed to an unreal world and enjoy a "second chance". By the end of the play, however, they have returned to normal and have concluded that the "second chance" wasn't so good after all.

The try-outs are over and the rehearsals are now in progress. Various committees are hard at work and all things should be well in order by the time of the performances. There will be, as usual, two performances, May 26 and 27. Those desiring to see the play (we hope all of you) may obtain tickets at $1.20 a piece after May 1 by letter, phone, or in person.

FIELD TRIPS AND CLASS NOTES

The members of the 8th grade Social Studies class are using field trips to learn more about the problems they are studying. In March they went to the Chicago Commission on Human Relations, Peabody School, Polish Museum and Sullivan High School. On this trip they gained information and ideas on problems of democracy, education and minority group relations.

On April 20th the class visited the Dunbar Trade School and then saw some of the housing conditions which need correcting in Chicago and also some of the things which are being done to help the situation.

In May they will again go to Chicago to see how a big city handles its problems concerned with crime.

Since the spring vacation, the Lower School grades have been busy making plans for the remainder of the year. Practically all the grades are planning field trips. The Junior Kindergarten hopes to go to the zoo, the Senior Kindergarten to a nearby farm, the 2nd and 4th grades to the Field Museum, and the 3rd grade to the Historical Museum. The 5th grade is also planning several field trips, to be decided upon when reservations are obtained.

The 4th grade will give the May Day play this year. The play will be an outgrowth of their Social Studies unit on Egypt. They are writing their own play, as well as making costumes, headdresses, properties and scenery. The play will be based on a spring festival in honor of Isis, the goddess of the Nile.

The hobby horse in the Junior Kindergarten has been broken and cannot be repaired. The Junior Kindergarteners would greatly appreciate a donation of an unwanted hobby horse.

MAY CALENDAR

May 12 — May Day 10:40 a.m. to 12:30 a.m. (in case of rain May Day will be held May 19)
May 15 — Faculty Tea 3:30 p.m.
May 20 — College Board Exams for Juniors
May 26 and 27 — Senior Play 8:15 p.m.
May 30 — Memorial Day Holiday

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XII June, 1950 Number 9

VACATION VALUES

In these days of tension and anxiety when the sword of Damocles of a third world war hangs over all our heads, we approach the summer vacation period with a far more serious attitude than has been customary for a long time. In a world taut with the strain of a cold war to the finish between two diametrically different ideologies, which may at any minute, either through accident or design, burst into the searing flames of a hot war where weapons will be used whose destructive potential is so great that apparently our only defense against them is the fact that they are so terrible that neither side dares to use them, one may be excused for harboring a certain sense of dread on the occasion of parting from one's friends for a period of three months while wondering what the situation will be like when next we meet in our present familiar surroundings.

Great changes are taking place. Very little seems to be as it was. Nothing seems to be certain except that there will be change — and we and our children must do what we can to place ourselves in the best possible state of readiness to meet it. Whatever comes, we will need all our resources of mind, body and spirit to carry us through to a successful adjustment to the changes and struggles that lie ahead. The summer vacation we are about to enter is, therefore, a highly important one for us all.

Perhaps this sounds a bit on the gloomy side. Certainly it is not cheerful, but if one is to be realistic these days, one must not be afraid to look unpleasant facts squarely in the face. I do not feel, however, that such a view is pessimistic. Certainly we have a good chance to work our way through our present bewilderingly numerous and discouragingly difficult problems if we can keep our courage, our faith in the democratic processes and in each other, and our determination to see this struggle through to a successful solution of our differences. It may mean great handicaps and sacrifices on our part, but the American people have never shirked such a course in the past when their way of life was threatened. I do not believe they will now. In my opinion, the world will not be projected into a shooting war

against its will in the near future. The peoples of the world have seen too much of what that means in this generation and "we, the people" are the source of power back of the governments of all the democratic nations of the world today. Even in Russia the frightened men in the Kremlin seem to fear to arouse the antagonism of the great masses of their people. There is evidence that they are having difficulty in parts of their country now where some of the ideas that sounded so hopeful when they were first proclaimed have begun to wear a little thin.

It is comforting to remember at distressing times like these that our forebears, too, have had similar difficulties and seem to have survived them. Some of you may have enjoyed last month the quotation in the New Yorker from a journal called The New Englander and published in New Haven, Connecticut. Part of it reads as follows: "We live in an unhappy age...Life is unhappy. The capitalist is insecure in his possessions, the laborer is discontented with his condition, professional life abounds in disappointments and heartburnings...we are continually advancing in culture and material improvements. But is there any advance commensurate in the art of happy living? No! If anything, there is probably a decline in this respect. No century, perhaps, is more characterized by unhappiness than this." The interesting fact about this quotation is that it was not written today, but in January 1879, when the readjustments due to the changes brought about by the Civil War were still making themselves felt. We are indeed not alone in having to work our way through perplexing periods.

For this reason, perhaps, among many others, we will want to make certain this summer that we as well as our children have a vacation and vacation experiences that will truly fortify and benefit us and them. Although formal and systematic schooling does — and should — stop at this time, learning continues and educational opportunities in the larger sense are greater than during the school term; that is, for the children of parents who realize that fact and are continuing their emotional growth with their children.

There is so much to be learned in school and college these days that the children have little opportunity to share experiences during term time with their parents; but during the vacation months, when families may live together and face new and exciting experiences together in unaccustomed parts of the country, there is ample opportunity to do so. This means much in the lives and growth of the younger children.

Emotional maturity is of tremendous importance today, far more than ever before in the history of the world, for as has been pointed out by many of our most profound thinkers in recent books, magazine articles and addresses, the cold war will be won by the nations whose peoples are able to rise to the most mature emotional and intellectual stature. Little and small minded men and

women will never be able to achieve enough wisdom, vision or patience to succeed in a war of ideas and ideals. They invariably revert to the juvenile habit of settling their differences by force, while today that method is made obsolete by the simple fact that we possess weapons of such terrible force that neither side dares to use them. For the first time in history we find ourselves prevented from using force because we have too much of it. A strange dilemma, indeed! We will need all our abilities and wisdom to solve it.

During vacations we should, of course, recreate not dissipate our forces. Many persons during this "aspirin age" of nervous tensions do not seem to realize the importance of that. Young people, and many who cannot properly offer that excuse, being faced by confusing, conflicting and terrifying alternatives, try to solve their difficulties by using "escape techniques," such as throwing themselves into excitement for the sake of excitement, over-stimulating themselves in any way that they can, doing anything that will prevent their facing the problem squarely and thinking it out. Parents can help in steering such immature behavior into more constructive and more permanently satisfying channels. Here, too, the practice of sharing the problem with the student helps him to see that it is not too terrifying to face and gives him the idea of doing something about it himself. Certainly one of the most essential concepts of our American ideal of the democratic way of life is the idea of the integrity of the individual, the thought that each individual counts and is not to be lost by being merged in the mass. If this is true, then the individual himself must accept the responsibility for believing in himself and in his right and obligation to do his part and make himself count. There are ample opportunities for doing this during vacation time.

Of course, one of the most effective ways of forming a mature conclusion about our problems today is to learn to know as many people from other parts of the world as we can, or, if possible, go to Europe and other foreign lands to see at firsthand what are the conditions the people there are facing. To do this with real profit to one's self requires a certain maturity of judgment and preparation of a background of facts and understanding against which to judge the new observations and experiences. This the School has tried to give at least in the upper classes, but here, too, the parents' help and attitude is vital. Children who regard a trip to Europe this summer merely as an opportunity for greater dissipation of their energies and money, or who return feeling that all foreigners are backward and inferior beings would better have stayed at home. It is not probable that any of our students would fall into this category, but they may encounter some others who do, so it is well to be forearmed.

Of course, physical recreation is a highly important function of a summer vacation and on the whole is well provided for in most families, but here, too, the benefits are greatly increased by having the experiences purposeful and interest-

ing in that they are useful. A healthy lad is always more interested in working at something worthwhile than in just working to get exercise, enjoyable as games are in themselves. But the habit of working for something outside one's self cannot be begun too early.

Another great boon of the vacation period is the chance of do considerable independent and voluntary reading. Although this appeals more to the older generation who never seem to have time enough to catch up on what they want to read, the young soon learn to enjoy it too. The new reading program at school should be a helpful stimulus to this, but the interest, encouragement and example of the parent (rather than his direction or insistence), will be most beneficial too. Books read and discussed in the family circle, frankly and with honest opinions encouraged, no matter how unorthodox or unconventional, invariably seem to stimulate more and better reading as well as to tend to build an atmosphere of mutual respect and confidence within the family itself.

I have always felt that the ideal learning group, as devised by our civilization, is the family, when it is a real family and not merely an assemblage of chance dwellers under the same roof. The best schools seem to me to be those that retain and augment the spirit of the family in their students. Independent schools seem to have done this better than the large public schools whose size alone heavily handicaps them in this achievement. The best homes would seem to me to have in the summer somewhat the role of the best independent schools. Learning certainly goes on actively there. There is no State supervision of curriculum. The spirit of free enterprise and independent inquiry is constantly in evidence, and each family is free to emphasize those qualities and principles that seem most important to its leaders and members. Truly a democratic institution. That vacation experience alone will prove invaluable to our young people who, with us, must face the great problems of the "Crucial Decade" upon which we have just entered. May we all recreate to the full in both soul and body in our vacation days this year, and find greater peace of mind and in the state of the world on our return next fall.

PERRY DUNLAP SMITH

NOTICE TO PARENTS

During the school year many articles of clothing have accumulated in the Lost and Found department. When you are at school please go to the office and see if any of these things belong to your children.

MAY DAY

We want to thank everybody for their splendid cooperation on May Day. We are especially grateful to the parents who generously provided us with flowers and who served on the refreshment committee.

The Sophomore Girls this year had greater responsibility than usual. They had to cut and sew thirty new streamers for the May Pole, and carry out this work on rather short notice.

The picnic signs made were so beautiful that we decided to use them again next year.

I wish to thank everyone most heartily for all their help and good will.

KARLA LANDAU

THE PARENTS ASSOCIATION

Officers for the year 1950-1951

President — Mr. Calvin F. Selfridge, 1133 Pine, Winnetka 6-0495

First Vice-President — Mr. Talcott Griswold, 101 Thorntree, Winnetka 6-3456

Second Vice-President — Mr. Boyd N. Everett, 513 Walnut, Winnetka 6-2230

Secretary — Mrs. Locke L. Murray, 93 Indian Hill, Wilmette 2121

Treasurer — Mrs. Tilden Cummings, 322 Woodstock, Kenilworth 2337

FRENCH CONTEST

The students of the French department took part in a contest conducted by The American Association of Teachers of French. Fifteen hundred students from forty schools in the Chicago area participated in the contest. Fifty prizes were given.

The following students were honored at a special ceremony on Saturday, May 20.

Bill Everett	French I
Ray Olson	French II
David Jones	French IV

Lucia Boyden, who won the first prize among the students of third year French.

SIMONE VALVO

HONORS FOR OUR ALUMNAE NOW IN COLLEGE

Ted Glaser, who is a junior at Dartmouth, has been awarded a Senior Fellowship. This grant is for the purpose of studying the problem of improving the methods of teaching the blind and to work out better techniques of helping the blind students in college to surmount the obstacles presented by their handicap and to achieve a full and rich college experience, socially as well as academically.

JUNE CALENDAR

June 1, 2, 5, and 6 — Upper School Examinations

June 2 — Lower School Closing 10:50 a.m.
10th Grade Picnic

June 5 — Middle School Closing Luncheon 12:30
Executive Committee and Grade Chairmen Meeting of Parents' Association 8:00 p.m. in Walling Hall

June 6 — 6th Grade Picnic at 6:00 at the home of Philip Atwood, 44 Locust Street, Winnetka

June 7 — Senior Luncheon 1:00 p.m. Guests will be students, parents of the Senior class, Faculty, Alumni, Directors and their wives.
Senior Stunts 2:30 p.m. Guests will be students, including 8th Grade, Parents, Alumni, Faculty and Directors and their wives.
11th Grade Picnic at the home of Mr. and Mrs. Charles S. Moyer, Sunset Ridge Road, Northbrook

June 8 — Classes until 10:45. Commencement rehearsal. No luncheon served at school. 9th Grade Picnic — 8th Grade Picnic

June 9 — Commencement 3:30 p.m.
12th Grade Picnic 6:30 at the home of Mr. and Mrs. C. F. Kuehnle, 811 Bryant Avenue, Winnetka

June 10 — Junior Prom 9:00 p.m.

NOTICE

The Art Library Committee urges all parents to look carefully in their homes for books which have been borrowed from the Library and to return them to Mrs. Holland. Several books are missing among which one of the most valuable is by Spielman and Layard entitled *Kate Greenaway*.

LECTURE TOPIC:

ORVILLE PRESCOTT

DAILY BOOK CRITIC for the NEW YORK TIMES

The North Shore Country Day School

Educational Lecture Series

Monday, March 20, 1950

10:45 A.M.

"Books of the Times"

Tickets at the Door

EXCL.
MANAGEMENT
LEE KEEDICK
475 Fifth Avenue
New York City 17, N.Y.

ORVILLE PRESCOTT

Orville Prescott — a name of great import in literary circles and well it may be, since the man who bears it is one of the most outstanding and authoritative critics of our time. From the lecture platform he unfolds for his audiences the magic of the world of books — a world in which he plays so great a part. Not only does he inspire with his incisive analyses of literary works but, at the same time, he reveals — wittily, informally and authoritatively — fascinating sidelights on the authors who produce them.

Even as a schoolboy Orville Prescott began writing book reviews. He has never stopped. He pursued this interest at Williams College from which he was graduated with a *cum laude* in English Literature. As Daily Book Critic for the New York Times and author of the column "Books of the Times" he is continually called upon to pass judgment on the literary worth of contemporary writings.

Mr. Prescott was Associate Editor and Literary Editor for Cue Magazine from 1936 to 1947, is a former member of the editorial staff of Newsweek Magazine, and has been fiction reviewer of the Yale Review since 1943. He became familiar to radio audiences on the CBS program "Of Men and Books".

In his lectures Mr. Prescott gives interesting answers, based on these years of writing experience, to such qustions as: What are good books and why? Which best-selling books deserve their popularity and which do not? What are the fine books that have been unjustly overlooked?

Comments from audiences all over the country verify the fact that Mr. Prescott is one of the most popular men on the lecture platform today. Here are a few of those comments which indicate the great success of his speaking engagements:

"His lecture was stimulating as well as full of dry humor."

FORNIGHTLY CLUB — Hornell, N. Y.

"We couldn't have had a finer opening."

NATIONAL DINNER CLUB — Hazelton, Pa.

"His humor was contagious and he frequently had the audience in an uproar."

PENNSYLVANIA FEDERATION OF WOMEN'S CLUBS — Harrisburg, Pa.

"Members are still calling to check on the books Mr. Prescott talked about to tell me how pleased they were with the program."

WOMAN'S CLUB — Mt. Lebanon, Pa.

"When I get such an enthusiastic reaction from our English Department, you can bank on the perfection of the speaker."

MARSHALL COLLEGE — Huntington, West Virginia

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII October, 1950 Number 1

THE FAMILY'S ROLE IN THE WORLD CRISIS

These are confusing times for everyone. We as a nation have had some experience in how to behave while the country is at war, and even more experience in carrying on during times of peace, but the present situation is different; it seems to include both being at war and being at peace. In this we have no precedent to guide us.

If we are confused, how much more so are our children. They are even less experienced than we and much less sure of themselves, regardless of the fact that they pretend they are completely confident, which is only a cover and a symptom of lack of self-confidence. It is more than that, — it is a symptom of being frightened, and the children are not alone in that for we, too, if we are thinking people at all, are thoroughly frightened by world events that are rushing at us with such terrifying swiftness.

If this is so, we must guard against the immature methods of reacting to fear and to confusion of mind, which so often result in adding to our confusion and exaggerating our fears. There is always a tendency to act blindly when one is frightened and does not fully realize the cause of his terror. Action, any action, seems better than sitting still and thinking things through. Action for the sake of keeping moving, so that the attention may be diverted from the thing that is frightening us, is almost compulsive and is comforting, but is not necessarily wise. We adults seem quite as capable as children of being thrown into hysterical activities and states of mind.

At no time, however, do the children need to find strength and comfort in their family's atmosphere more than they do now. Confusion and fears lose their terror where the child feels he is a member of a family which has calm, quiet authority and wisdom as its attribute. The young person, lacking experience and confidence, is in need of the strength and the security that come from membership in a well ordered home where he feels be belongs, has his place, and contributs his share to the general welfare, but above all is accepted and loved. This gives him the confidence to dare to thing things out for himself independently,

or at least to begin to do so. Feeling himself to be an accepted part of a respected and established unit of society, which also respects itself and seems to have the courage of its convictions, he does not so easily succumb to the appeal of running with the gang or of trying to find a substitute security by belonging to some other group which seems powerful.

There is a grave danger for all of us, in times like the present, of falling into the trap which totalitarianism sets by making us feel safe, not through our own worth and independence, but rather through belonging to a large group which is marching in step and chanting slogans at the call and direction of a blatant, demagogic type of leader. The appeal is potent, but the consequences are disastrous to freedom and independence.

If the events in Korea and the debates in the United Nations mean anything, it is that the world is locked in a great struggle to decide which of these two philosophies shall prevail. Either we will continue to believe that the independence of the individual makes for strength and happiness in our civilization, for only in a free society can the creative capacities of each personality be fully released, or we will be forced to live in a controlled social order where the individual seeks security by sinking his personality in that of the mass, where the man exists for the state and not the state for the man.

We in the family, which is the basic unit of our free society, must seek to build homes and create in them an atmosphere such that the child's courage and confidence may grow and bear fruit. We must, especially in times of confusion and stress, give both by word and action enough strength and order to the family living so that the child will feel enough assurance to permit him to grow in the confidence that he can meet and solve his own problems better himself than by belonging to any apparently powerful group. We must have citizens who can think for themselves and not be panicked by demagogs into selling their birthright of freedom for a mess of material pottage.

As I see it, this means both more control and more understanding at home. We, as parents, must be willing to sacrifice some of our own independence for our children's welfare, so that they do not find themselves in these confusing and baffling days becoming more confused by having to deal with adult situations without adult guidance and help. In the past we have been all too prone to do this by throwing them on their own in automobiles, at unplanned social entertainments like "open houses", both of which are certainly adult situations, and in other ways. In times like the present, this would seem to be extremely unwise and precarious. I am not advocating, however, that parents merely step in and take over. That would be practicing dictatorship, not democracy. What I do suggest is that we join with our children far more than we seem to have done in the last few

years in working out plans together and in sharing responsibilities. We have let the pendulum swing too far in the other direction.

The grim reality of a shooting war in the midst of cold war should draw the members of the family together more closely, not allow them to fly apart. Families may lose some of their members all too soon, — we catch ourselves looking wistfully at our older sons in spite of our determination not to do so, — but in spirit and emotion we may draw closer and closer together within each home if we give ourselves the chance. The School, too, is but a larger family. We must work together more understandingly than ever before as we seem to be doing already. If the cause of a free society is to be won the family spirit must persist and be strengthened in every democratic community.

PERRY DUNLAP SMITH

SUMMER WORK PROGRAM

During the past summer considerable progress was made in the School's continuing development program. The major change in the appearance of the buildings and grounds that struck the students' eyes was the redecoration of the girls' gymnasium. In recent years it has been felt that the original dark stain finish made for an unnecessarily gloomy atmosphere for the younger children's and the girls' athletic activities. This past summer the gymnasium was redone in an off-white on the ceilings and upper walls and in a chocolate brown on the trim lower walls. The effect has been not only to lighten the whole atmosphere but also to make the gym seem much more spacious. This painting together with the now-realized completion of the redecoration of the girls' shower and locker rooms has put the girls' athletic facilities in excellent shape for Miss Marjorie Shallow, the new head of the girls' physical education program.

In the high school building the long-range program of redecoration, soundproofing, and relighting was brought nearer completion. On the boys' floor all the rooms have been redone with a special light-reflecting paint while on the girls' floor only two more rooms remain to be decorated. Soundproofing is nearly completed in all class rooms and two more rooms, one on the girls' floor and one on the boys' have been equipped with modern flourescent lighting.

To replace the folding chairs which have done temporary yeoman service in the Middle School a complete new set of permanent "modern-design" chairs have been installed. This seemingly minor change has done much to spruce up the appearance of this oldest of the School's regular classroom buildings.

At the suggestion of the School's fire insurance inspectors and the Winnetka Fire department a considerable amount of fire-proofing has been done throughout

the buildings during the past summer, primarily of the wall board material used for display and bulletin boards in the halls of the Lower School. Also in the Lower School a number of rooms have been redecorated.

To the fathers who ride the Northwestern and North Shore trains perhaps the most noticeable change has been the cleaning up and replanting of the hillside east of the administration building parking lot. In moments of laxity seeking the quickest way to get rubbish out of sight of the campus members of the school family from time to time had been wont to toss debris over the retaining wall near the parking space. Here it has lain in full view, particularly in winter, of our commuting parents. The area has now been cleared, terraced, and seed has been planted.

GEORGE H. HANFORD

THE SCHOOL ORCHESTRA

These are the major items of summer work. The myriad of other regular maintenance items have been completely handled by Bob Gourlay and his helpers, Jim Kerr and Fred Pugsley, with an assist from some of the school's more recent alumni.

GEORGE H. HANFORD

THE SCHOOL ORCHESTRA

The North Shore Country Day School has been without an orchestra for several years. Orchestral training can provide much pleasure and instruction for young people of all ages, as well as stimulate interest in learning an instrument among those who have not had opportunity before.

I feel that orchestral and instrumental training is a vital part of any music program. It can be an avenue of approach to music for children who for various reasons, do not enjoy singing. A school orchestra does not need to have a high performance level; its main value is in arousing interest in the students for orchestral music and instruments, and in providing the joy of accomplishing something in a group that one would be incapable of alone.

The school has a fine library of orchestral music. It owns two violas, two celli, one double bass, and one clarinet. There are no bows for the celli and one viola; — if any parents have bows or instruments of any variety which are not in use, the music department would greatly appreciate their loan or gift to the school. A French horn to be used by a faculty member would be particularly appreciated.

It would seem to me ideal in a school the size of North Shore to have an orchestra composed of students, faculty, and parents. So few of the children now in the school have had orchestral training that our repertoire would be limited indeed if the membership should be confined to them alone. There are three faculty wives who have volunteered their (in some cases limited) experience on the violin, cello, and flute, and the students already enrolled make up a total of eleven instrumentalists. Some of the students have had no orchestral experience,

and others have done quite a lot of playing in schools which they attended previously. I wish to urge parents who have had any training on any orchestral instrument to join in our endeavor. — It would be a wonderful addition both to the orchestra and to the inter-school parent-student relationships.

Rehearsals are scheduled now for 2:00 to 3:30 on Mondays. If there are fathers interested who would like to attend an evening rehearsal, this could easily be arranged in addition to the practice during the school day.

I am trying also to organize instrumental lessons through the school; this, however, will not go into effect for a month or more. In the meantime, if parents of upper, middle, or lower school children could interest students in beginning an orchestral instrument, either in or outside of school, or could themselves join in our program, the music department would feel that it had the moral and physical support of the parents behind its expanding program.

ALICE S. PARKER

FACULTY SUMMER STUDY

Mr. Thomas and Mr. Howe of the English department received their masters degrees during the summer. After graduate study in English at Harvard and in Education at Northwestern, Mr. Thomas was awarded the degree of Master of Arts in Education. In his final summer at Northwestern he was on a University Scholarship and wrote his thesis, "Study Habits of Senior High Students" after research on the matter here at school. He will teach a graduate course at Northwestern this semester on "Literature for adolescents."

Mr. Howe completed his masters work in English at the Bread Loaf School of English, Middlebury College, Middlebury, Vermont.

Miss Parker spent a large part of the summer working in collaboration with Mr. Robert Shaw on the arranging and recording of Easter Hymns and Carols. The arrangements were recorded by RCA and are being published by G. Schimer & Company in New York.

Mr. Marsh continued his Graduate work in Education and Dramatics at the Northwestern School of Speech.

NEW FACULTY

Five new names will appear on the faculty of North Shore Country Day School which opens its 32nd year on Thursday, September 14th. Four of these new teachers will fill established positions on the school's staff, while one will enter a job newly created in the development of the school's expanding reading program.

In the Upper School, only one change will be made, and that will, in effect, be a temporary one. Miss Virginia Deane, an alumna of the school and for several years a member of the social studies department, will be on leave of absence in order to spend a year studying in England at Cambridge University and the University of Manchester. Taking her place will be Miss Pamela Smith, a recent graduate of Smith College in Massachusetts. Miss Smith is expected to assist Miss Helena Lennards in the Latin department, as well as do some work in history, leaving Miss Lennards free also to handle a history course.

No changes are in order for the regular Middle School faculty, which will again consist of Timothy Rhodes, Gordon Browne, Miss Virginia Ingram, Mrs. Muriel Reed, William Steel and George Eldredge. The sixth graders, first year students in the Middle School will have one new teacher in a minor field that their predecessors of last year did not have. Miss Joy Sleeper will join the music department under Miss Alice Parker and will handle Lower School and sixth grade music. Miss Sleeper received her bachelor's degree from the Eastman School of Music at the University of Rochester and recently was awarded her master's degree by Wellesley College. She has studied at Ball State Teachers College and has taught in public schools in Indiana.

Joining Miss Sleeper on the Lower School faculty will be Mrs. Jeanette H. Rumsfeld, who will become special assistant to the head of the primary school program, Ned Morningstar. Mrs. Rumsfeld is a graduate in education of the University if Illinois and has also studied at Northern Illinois State Teachers College and the National College of Education in Evanston. She comes with a considerable background of teaching experience in schools in Illinois, Wisconsin, and California. As head of the girls' physical education program will be Miss Marjorie Shallow replacing the present Mrs. Robert Fraser, formerly Miss Betty Fraker, a long-time resident of Winnetka who left the school faculty at the end of the past year to be married. Miss Shallow is a graduate in education of Northwestern University. Prior to enrollment at the Evanston institution she attended Penn Hall Junior College.

Development of the school's reading program, instituted last year under the direction of Gordon Browne of the regular school faculty, indicated the need for a full-time staff member to assist the director in the working of the program. Mrs. Ruth Kluge comes to North Shore from study in this developing field at the University of Chicago to fill the newly-created position. Mrs. Kluge is also a graduate of the speech department at the Sherwood School of Music and of Roosevelt College. Her teaching experience includes work in the Colorado, Maine, and Chicago public school systems and last year with the CYO of Chicago.

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day before 10:00 a.m. to ask for assignments and to call for them at the Office after 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ART EXHIBIT — SEPTEMBER 15 TO OCTOBER 15

This month a one man show, the work of Mary Gell of Glencoe, is on exhibit in the foyer of the auditorium and in the art library.

EDUCATIONAL LECTURE SERIES

Parent support of the Educational Lecture Series will be deeply appreciated when the ticket sale sampaign gets under way in October. The lectures are free to our students and must, therefore, be underwritten by sale of tickets to parents and friends of the school who are welcomed as a part of our audience. We believe that not only are lectures by outstanding personalities of educational value to our students, faculty and parents, but they also serve to interest the community in our school by offering a cultural center to parents outside our school family.

CALENDAR

Monday, October 2 — Faculty Tea 3:30 Art Library

Friday, October 6 — Hockey Game with Ferry Hall — Here

Saturday, October 7 — Football Game with Milwaukee Country Day — There 2:00 p.m.

Friday, October 13 — Hockey Game with Kemper Hall — There

Saturday, October 14 — Football Game with Northwestern Naval and Military Academy — Here 10:00 a.m.

Tuesday, October 17 — Parents' Association Meeting 8:00 p.m.

Friday, October 20 — Hockey Game with Grosse Point — Here

Saturday, October 21 — Football Game with Lake Forest Academy — Here 2:00

Monday, October 23 — Ed. Lecture Series — Clifton Utley — 10:45 a.m.

Saturday, October 28 — Football Game with St. Louis Country Day — There 2:00 p.m.
Hockey Game with Milwaukee Downer — There

Monday, Tuesday, Wednesday, October 30, 31 and Nov. 1 — First Term Examinations for the High School.

THE PARENTS ASSOCIATION
NORTH SHORE COUNTRY DAY SCHOOL
1950-51

OFFICERS

President, Mr. Calvin F. Selfridge	1133 Pine Street, Winnetka 6-0495
First Vice-President, Mr. Talcott Griswold	101 Thorntree Lane, Winnetka 6-3456
Second Vice-President, Mr. Boyd N. Everett	513 Walnut, Winnetka 6-2230
Secretary, Mrs. Locke L. Murray	93 Indian Hill Road, Winnetka 6-2121
Treasurer, Mrs. Tilden Cummings	322 Woodstock, Kenilworth 2337

EXECUTIVE COMMITTEE

The above, Mr. Perry D. Smith, ex-officio, the Standing Committee Chairmen and the following six members at large:

Members at Large:

Mrs. James L. Allen	596 Oak Street, Winnetka 6-1822
Mr. Willard N. Boyden	1255 N. Green Bay Road, Lake Forest 2548
Mr. Edward Gammie	821 Prospect Avenue, Winnetka 6-4406
Mr. George H. Hanford	2310 Sherman Avenue, Evanston, Davis 8-3897
Mrs. Denison B. Hull	115 De Windt Road, Winnetka 6-3155
Mr. Rufus R. Jeffris	44 Indian Hill Road, Winnetka 6-2877

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. Daniel J. Gallery	445 Sunset Lane, Glencoe 1181
Athletic, Mr. John I. Dennehy	37 Indian Hill Road, Winnetka 6-0127
Costume, Mrs. Mary W. Patrick	850 Hill Road, Winnetka 6-2846
Educational Series, Mrs. Will C. Grant	165 Thorntree Lane, Winnetka 6-1116
Faculty Teas, Mrs. Franklin Farley	490 Orchard, Winnetka 6-1411
House, Mrs. Carleton Blunt	30 Indian Hill Road, Winnetka 6-2248
Library, Mrs. Milton S. Carstens	127 Glenwood, Glencoe 130
Lunch, Mrs. Neil B. Dawes, Chairman	1034 Westmoor, Winnetka 6-2798
Mrs. Michael Blecker, Jr.	90 Indian Hill Road, Wilmette 290
"Notes", Mrs. Willard N. Boyden	1255 N. Green Bay, Lake Forest 2548
Office, Mrs. Talcott Griswold	101 Thorntree Lane, Winnetka 6-3456
Publicity, Mrs. Rufus R. Jeffris	44 Indian Hill Road, Winnetka 6-2877
Steering, Mrs. Calvin F. Selfridge	1133 Pine Street, Winnetka 6-0495

GRADE CHAIRMEN 1950-51

Junior Kindergarten, Mrs. Lester S. Abelson	75 Maple Hill Road, Glencoe 1476
Senior Kindergarten, Mrs. R. A. Massessa	1117 Michigan Avenue, Wilmette 1178
First Grade, Mrs. William B. Derby	560 Ridge Road, Winnetka, Kenilworth 250
Second Grade, Mrs. William J. Sinek	21 Locust Road, Winnetka 6-1821
Third Grade, Mrs. Rudy L. Ruggles	2743 Illinois Road, Wilmette 3556
Fourth Grade, Mrs. Paul W. Hayes	133 Chestnut Street, Winnetka 6-3727
Fifth Grade, Mrs. Milton S. Carstens	127 Glenwood, Glencoe 130
Co-chairman, Mrs. Paul C. Kimball	745 Glendale Avenue, Glenview 4-1697
Sixth Grade, Mrs. John N. Ott, Jr.	85 Hibbard Road, Winnetka 6-1391
Co-chairman, Mrs. Edgar Stanton, Jr.	160 Woodley Road, Winnetka 6-3292
Seventh Grade, Mrs. John S. Hutchins	250 Birch Street, Winnetka 6-0757
Co-chairman, Mrs. James W. Dunham	2716 Blackhawk Road, Wilmette 4464
Eighth Grade, Mrs. George R. Cain	115 Meadow Lane, Winnetka 6-3318
Co-chairman, Mrs. Wallace D. Mackenzie	1140 Oakley Avenue, Winnetka 6-0197
Ninth Grade, Mrs. Talcott Griswold	101 Thorntree Lane, Winnetka 6-3456
Co-chairman, Mrs. Gilbert Bogert	686 Hill Road, Winnetka 6-1803
Tenth Grade, Mrs. James L. Allen	596 Oak Street, Winnetka 6-1822
Co-chairman, Mrs. Boyd N. Everett	513 Walnut Street, Winnetka 6-2230
Eleventh Grade, Mrs Willard N. Boyden	1255 N. Green Bay, Lake Forest 2548
Twelfth Grade, Mr. John T. Chadwell	2739 Colfax Street, Evanston, Greenleaf 5-8415
Co-chairman, Mrs. Rufus R. Jeffris	44 Indian Hill, Winnetka 6-2877

STEERING ADVISORS

Upper School Mrs. Tilden Cummings	322 Woodstock Avenue, Kenilworth 2337
Middle School, Mrs. Richard R. Donnelley	607 Spruce Street, Winnetka 6-4649
Lower School, Mrs. Howard Somervell	2511 Elm Avenue, Evanston, University 4-5714

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII November, 1950 Number 2

AN OPEN LETTER TO THE PARENTS OF THE SCHOOL

Dear Parents:

As I was at my desk attempting, at the request of your editor, to commit to paper a few ideas which I had gathered together with the hope that they might be of some help to the parent body in general when printed in the forth-coming issue of "Notes", I was handed the following letter from Mrs. Ruth Crawford, who is the able and experienced Dean of Admissions at Smith College.

October 7, 1950

"My dear Mr. Smith:

By this time you have had official word from Miss Randall that the names of five of your former students appear on the Dean's List here, and that Lucy Dayton, Joan Hauser, and Marcia Schmid, all the Class of 1953, have received the added honor of being among the First Group Scholars.

"I am sure you will be interested to know that North Shore Country Day School is one of about twent-five schools having five or more students on the Dean's List, and there is only one other school has as many as three First Group Scholars. This is a very fine record, and I wish to add my word of congratulation for the good work done by your school in preparing these students for college.

Sincerely yours,

(Mrs.) Ruth Crawford
Director of Admission"

You can imagine that this pleased me very greatly and I decided that it would be better to share with you this new distinction which has come to the School than to continue with the ideas I had had for a "Notes" article. Mrs. Crawford is probably at the present time the dean of the women's college deans of admission, both in point of length of service and in prestige. She is recognized throughout the academic field as a woman of sound judgment and almost brutal forth-rightness; she never hesitates to call a spade a spade. When she takes the time to write a letter of this kind, I am particularly pleased and honored.

The year before last, Smith College accepted all of the candidates who had applied to them from this school which, in itself, is an unusual proceeding and distinctly an honor. When I visted Smith last February, all but one of these girls who were then freshmen were on the Dean's List and the reports I received from their house mothers and other officials were most gratifying indeed. Apparently the good work has continued and as a consequence it is not surprising that Smith College is generous in accepting applicants from this school.

Earlier this fall I had received notice from Dean Thresher of Mass. Inst. of Tech. that one of our graduates, Peter Sieck, had again achieved a place on the first honors list of his class at their institution. This, too, is a very high honor as the academic standards maintained at M. I. T. are famous for their severity and high level of achievement. Last week I had a letter from Captain Durgin, the officer in charge of the Naval Reserve Officers' Training Corps at Brown University, informing me that David Holles had been selected as a Midshipman in the Training Corps. He stated as follows: "I am sure that the high standards of North Shore Country Day School materially aided this boy in achieving a valuable scholarship", and ended his letter with the statement: "I am looking forward to seeing more graduates of North Shore Country Day School."

As I am frequently asked by parents regarding the achievements of our students at college, as well as their success in being accepted by colleges of their choice, it seemed to me that it would be of interest to the parents to have first-hand knowledge of some of the cases that come to my desk rather frequently. It has ever been the policy of this school to avoid being obtrusive in talking about its own achievements; perhaps we have erred too far in carrying out this policy, but I am sure that most of the parents would agree that they would rather have us err in that direction than in the opposite.

We have also felt that it was not a sound policy to exploit the child for the benefit of advertising a school by means of calling attention to the personal achievements of the students either in athletics or in academic pursuits while they were undergraduates in the school. Frequently excellence in each of these fields is achieved more by the accidental factor of inheritance from unusually well equipped ancestors than by commendable and serious effort on the part of the child. As Colonel Parker once pointed out, many of the awards and honors at the usual school commencements are in effect more awards to the ancestors of the students than the students themselves. Such a situation has a deteriorating effect on the rest of the school body who have, in many cases, worked much harder than the recipient of the award. But in the case of our graduates, particularly those mentioned above, I think a different situation prevails, for these honors are achieved by hard effort combined, in many cases, with fortunate intellectual or physical inheritance, it is true; but nevertheless of well planned, persistent effort and sacrifice. I am, therefore, very glad indeed to draw the attention of at least

our parent body to the good work these boys and girls have done for I know that you will share with me in the pleasure of their achievements.

In some cases students have attained outstanding awards in the face of tremendous handicaps. Witness, the case of Teddy Glaser who last year was awarded a fellowship at Dartmouth College which will enable him to make a study and report of the best and most modern methods of aiding blind students at the college level. Teddy himself lost his sight when he was a member of our third grade and continued through the school, in spite of this handicap, maintaining a high level of academic achievement through intelligence, determination, and grit. I think it is only fair, however, to point out that in many schools it would have been impossible for him to have done this, but the type of co-operative aid and encouragement given to him by his classmates and the assistance that the lack of competitive marking gave him through the early stages of his adjustment to his handicap, when he might easily have been discouraged had he been faced with the usual school ranking scale and public honors list found throughout the country, was a very great aid to him indeed. He, incidentally, not only achieved the fellowship award last year, but also achieved high honors and a prize in mathematics at Dartmouth College.

The extent and brilliance of his achievement, however, should not obscure that of his classmate at Dartmouth, Pete Henderson, whose outstanding academic record and many honors at Dartmouth have been a source of great pride and delight to all of us who knew him here.

Judi Campbell at Sweet Briar and Dixie Greeley at Bryn Mawr, both made us justifiably proud. Judi won a series of honors, both academic and through student elections, ending up with the Manson Memorial Award her senior year and High Honors in English at Commencement. In the meantime, Dixie, at Bryn Mawr, having served as president of her class in her early years at college, was made President of the Student Government for the entire college in her senior year and, in spite of the heavy responsibility she carried through her willingness to serve and ability to lead in student community activities, graduated *cum laude,* and has now been honored by appointment to a post in Washington in the office of the O.W.I.

It is always dangerous to name any names in calling attention to honors for fear of doing an injustice to those whose names are omitted, but I believe that in a publication of this kind, going as it does to friends of the School, you will understand how impossible it would be to name all the names of our students who in the last few years have made such outstanding records in the colleges, both east and west. I have not attempted to pick out students in order of merit; rather I have named those names which have been brought to my attention in recent weeks and are, therefore, current in the memories of both the alumni and the parents of the school.

I cannot close, however, without calling attention to an honor which came to

Connie Getz, who graduated from the school two years ago and went to Bennington College. For her non-resident field work project a year ago she volunteered for service in the Kentucky mountain backward areas as a member of the Volunteer Nursing Service there. The report she wrote in line of duty at the end of this service was so remarkable that the editors of the Bennington College *Alumnae Quarterly* decided to print it in full. Besides being an account of a remarkable service, it is a striking piece of English composition, for she wove together a series of letters to her family and friends into an account which has both style and force to a degree most remarkable in one so young. The authorities at Bennington called my attention to this achievement. I commend the article to anyone interested either in the Kentucky mountain service or in the achievements of young budding authors, for it would indicate that Connie's ability to write is unusual indeed.

I am very proud of what our youngsters seem to be doing in their various colleges, for it would indicate that we are being successful in achieving our aim of trying to teach these young people to think for themselves and to stand on their own feet, and above all to have interest in and aspiration for the higher and more lasting values in life. I hope that I may be excused for taking such pride in their achievements that I cannot resist the temptation to boast about them a bit in this issue of our parents' publication.

PERRY DUNLAP SMITH

ATTENDANCE

For many years it has been the policy of the High School to have no sports program for girls on Friday afternoon in order to give every girl the opportunity to take care of dentist and doctor appointments and to do necessary shopping. Lately we have had many requests for excuses during the regular school day. Missing a class does not only mean missing a recitation, which can be made up later. It means missing valuable explanations and class discussions, material which cannot be learned from a text book. We realize that it is often difficult to get a doctor's appointment, but for the above reasons we are asking for your cooperation by avoiding appointments during the school day.

KARLA LANDAU

ATTENDANCE

We would like to ask the parents' cooperation in our campaign to cut down excuses in the girls' physical education program.

At North Shore, physical education is treated as it should be; it is considered as important as any other academic subject. It is necessary to the all round development of an individual. Games, play, dance, and gymnastics are not con-

ducted alone for the physical development they give. The unity of mind and body precludes any such narrow view. Human relationships, social values, moral standards are intimately bound up and associated with all the activities of physical education.

There is no reason why almost every girl at North Shore cannot be out on the field every afternoon, Monday through Thursday. Even if she feels she cannot take part in the full activity, it would be to her advantage to take part in limited activity. The girls do have Friday afternoons free, and it would be helpful if doctor's appointments, shopping trips, and the like could be arranged for that time.

This industrial age and push-button era has done much to bring about the destruction of man's physique and strength. Physical education can aid in preventing this destruction if we will permit it.

I hope that you, as parents, will realize the full value of physical education and do your utmost to cooperate with us in our campaign against excuses from physical education!

MARJORIE SHALLOW

EDUCATIONAL LECTURE SERIES

Leland Stowe — "From Korea to What?" — Tuesday evening, November 28 at 8:30 p.m. in the Auditorium.

For the first time our Lecture Series will offer an evening meeting which we hope will be widely attended by parents and their friends as well as by our high school students. Single tickets will be available for fathers who cannot ordinarily attend the morning lectures. These will cost $1.50 and since we must not oversell our Auditorium, it will be wise to phone the school office to reserve these individual seats. Students are admitted without fee and Series members will, of course, be admitted on their Series tickets.

Leland Stowe is internationally recognized as an authority on world affairs. In 1930 he was awarded the Pulitzer Prize for his outstanding reporting of the Young Plan Reparations Conference in Paris. He was later awarded the Medal of the University of Missouri School of Journalism "for distinguished service in journalism" and the Medal of Sigma Delta Chi for his world scoop on the German occupation of Oslo in 1940. His decorations include the Legion of Honor of France and the Military Cross of Greece. He holds a Master of Arts degree from Harvard, Doctor of Letters and Master of Arts from Wesleyan University and Doctor of Letters from Hobart College. His latest book is "Target: You", published in 1949. He is known as a forceful and dynamic speaker.

VAUDEVILLE

On Friday evening, November 17, the school auditorium will be the scene of the 1950 edition of the annual Vaudeville Show. Each year the Vaudeville is put on by the senior class, but all classes in the high school are represented in the various acts. From early indications there is a great deal of interest being shown in this years' show, and many of the acts will represent a great deal of time and energy. All seats are reserved at $1.20 and will be on sale at the door. As usual all the profits will be turned over to the student council to be used in paying the officials at the school's atheletic contests.

JOHN COOPER

FIELD HOCKEY

Girls' field hockey at North Shore has made a grand start this year. Along with their conditioning program, the girls have practiced hard on their stick work and team play.

A large number of girls tried out for the varsity team, and choosing the team was a difficult task as we had to eliminate many girls who play hockey well in order to keep the squad at a desirable number. The girls who made the squad are: Gail Gilbert, captain, Franny Blunt, manager, Judy Atwood, Nat Griswold, Patsy Blunt, Susie Kransz, Mimi McEwen, Roberta Grant, Joan Osborne, Florence Friestedt, Nancy Clinton, Diane Patrick, Karen Swanson, Ruth Geering, Elsa Chapin, Eunice Hull, Holly Cummings, Connie Grant, Sue Selz, Pat Collins, Virginia Simmons, Sandra Zaring, Nona Everhart, Martha Royer, Ann Murray, Cynthia Hunt, Sue Farley, Janet Stocking, Doug Kelley, Lynn Ellis.

The first game was held Thursday, October twelfth, with Ferry Hall on the North Shore campus. On Friday of the same week, the girls traveled to Kenosha to play Kemper Hall. The remaining games are:

Girls' Latin — home .....3:30 — November 3
Grosse Point — home .....9:00 — November 11

The girls extend a cordial invitation to all — parents and friends — to come out to see the games.

MARJORIE SHALLOW

NEW PLAYGROUND

The Lower School faculty is busy working on plans for a new Lower School playground to be located in the vicinity of Walling Hall and the rear parking area. Plans include the construction and installation of new equipment, as well as the

development of an attractive area for play activity and a loading area for the buses. We hope to have the playground functioning this fall and we will continue to work on the indoor equipment for the kindergarten during the winter months. Although the "Hilltop" is not to be discarded as a play area, we feel that the present plan will provide a better play program for all of our children.

NED MORNINGSTAR

FACULTY TEA

The next Faculty-Parent Tea will be given on Monday afternoon, November sixth, at three-thirty. Due to a previously scheduled meeting in the Art Library, tea will be served in Walling Hall. The Tenth Grade Chairmen, Mrs. James L. Allen and Mrs. Boyd N. Everett and the Ninth Grade Chairmen, Mrs. Talcott Griswold and Mrs. Gilbert Bogert will be the hostesses. The teas are planned by Mrs. Franklin Farley and Mrs. Charles S. Moyer, Chairman and Co-chairman of the Faculty Tea Committee.

CHRISTMAS TOYSHOP

Last year the High School toy shop contributed many unpainted toys to the Lower and Middle School toy shop evenings. We are ready to do the same with increased quantity and variety again this year, and perhaps to add a toy repair department. If you have toys in any quantity which you would like to contribute, please let us know so that we may plan our activities.

Our work is in part financed by the Student Council, but we would like any help we can get in leading us to scrap wood or toy parts like wheels and axles. The toys can be designed to fit the parts we have.

DAVID L. HOWE

LIBRARY COMMITTEE ANNOUNCEMENT

The Library committee wishes to announce an innovation called BOOK-OF-THE-MONTH DONATION. We wish to secure several copies each of much needed titles, fiction and non-fiction, which have been either best sellers or Book-of-the-month selections. Each month we will choose one title from a list compiled by the faculty, and if you find it on your library shelves, and have no further use for it we hope you will make it a BOOK-OF-THE-MONTH DONATION. Watch each month for a posting of the title chosen.

BOOK-OF-THE-MONTH DONATION chosen for November is "Yankee from Olympus" by Catherine Bowen. If you no longer need this book please send or bring your copy to the Upper School Library any time during November. Watch the Notes for announcement of the December selection.

PHOTOGRAPHIC DARKROOM

We are interested in equiping a photographic darkroom for the use of the students in the School. Construction of the room has been started in the basement of Dunlap. Now our greatest need is an enlarger, trays, a timer, ferrotype plates, cameras, and the thousand and one things that make up the "complete darkroom". If you have any equipment that you are not using and would like to give or loan the School, please call me or leave a message at the switchboard.

KURT MEYER

NOTICES

The Lower School now has a box for "Lost and Found". Parents, please feel free to call the Lower School office or ask your child to come to the office when things are lost. Mothers, please help us by marking your children's clothes and belongings.

If you have any rubber baby dolls or cloth dolls you no longer have use for, please send them to the Lower School office. We would like them for dramatic play in the Junior and Senior Kindergartens and in the First Grade.

Have you any glass tubes like Alka Selzer or tooth brush glass tubes? We need as many as we can get for the Fifth Grade. We are making some things out of nothings or out of things that are thrown away. Will you help us?

CALENDAR

Friday, November 3 — Hockey Game with Girls' Latin — here

Saturday, November 4 — Football Game with Detroit University School — here
10:00 a.m. — Square Dance Girls' Gym

Monday, November 6 — Faculty Tea — Walling Hall — 3:30

Tuesday, November 7 — Fifth Grade Parent's Meeting 8 p.m. at Mr. and Mrs. Charles A. Mortimer's, 36 Woodley Road.

Saturday, November 11 — Football Game with Elgin Academy — here 10:00 a.m.
Hockey Game with Grosse Point Country Day — here

Monday, November 13 — 10th Grade Meeeting — 8:00 p.m.

Friday, November 17 — Vaudeville — 8:15 p.m.

Monday, November 20 — 9th Grade Meeting

Thursday, Friday, November 23, 24 — Thanksgiving Holiday

Tuesday, November 28 — Leland Stowe "From Korea to What?" — 8:00 p.m.
Educational Series

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII December, 1950 Number 3

"A PROPHET IS NOT WITHOUT HONOR....."

I have been frequently asked this year to answer the question, "What are some of the reasons for the School's distinguished reputation in educational circles?" The persons asking for this information are usually some of our own parents or other residents of the North Shore area who have known the School fairly well over a considerable period of time, are favorably disposed toward it, but having come back from a trip to eastern colleges, schools, or communities, were surprised and startled to learn how very well-known and respected the work of the School is and that in some of its phases it has been recognized as having long been leading the way to newer and better educational practices. Not infrequently, these parents themselves may have taken part in some of the experimental work which led to the clarifying of these matters, but did not realize the full import of what had been done. I must plead guilty to being at fault in not having kept the parent body better informed, and will proceed at once to try to remedy this matter by attempting to point out in this and subsequent issues of the "Notes", one or two of the School's accomplishments which seem to have brought to it a certain amount of distinction in educational fields.

Of course, the first of these, in point of time as well as in importance, is the work of the Parents' Association and the unique relationship between the parents and School. This is very different from that of the usual Parent-Teachers Association as found elsewhere. Since, however, its work is familiar to most of you and since its greatest values, as is so often the case, are the intangible ones which can best be perceived in the grade group and committee meetings, I will not attempt to take them up here, but will proceed to a discussion of our work on the problem of coeducation, which seems to be drawing a very considerable amount of attention this fall.

I was asked last week to discuss this subject with the faculty of our sister school, the Francis Parker School of Chicago. Before this issue of "Notes" appears in print, I shall have visited Detroit to appear before a meeting of the parents and patrons of the Grosse Pointe Country Day School and the Detroit University School to join Dr. Burton Fowler, the Headmaster of the Germantown Friends School of Philadelphia, in a lecture and discussion of the same topic. Two years ago Dr. Fowler and I went to Wilmington, Delaware, to a meeting at the Tower Hill School in which the same topic was debated with Dr. Claude Fuess, the Headmaster of Andover, and Dr. George Van Santvoord, the Headmaster of Hotchkiss School. Our remarks were broadcast over the local radio network that evening, but I fear we greatly disappointed the radio officials for we all four found ourselves to be in substantial agreement in the matter.

Coeducation is a subject which until a few years ago had hardly been studied at all. Nearly everyone had very definite ideas about it, but no one had ever done any real objective studying or accurate investigation of it and its results. People more or less took it and their opinions about it for granted.

At our school we started some time before 1922, when we moved the upper school into Dunlap Hall and were faced with the problem of deciding which groups to put into which home rooms, to study the matter and to set up experiments to help us discover the real factors involved. We tried for eight years various forms and arrangements of classes until we worked out what seemed to be its controlling principles. Then we set up practices which seemed to conform to the principles involved in each situation. It is these that seem to be arousing so much interest on the part of other schools this year.

Actually, the first thing we had to do was to define what we meant by "co-education". In 1925 a visiting British educational authority, Mrs. Beatrice Ensor, President of the New Education Fellowship, came to the School to see what we were doing, for she had found no true "coeducation" elsewhere in this country. She told me that the British had three words for that which we Americans lumped under the one generic term. They were "dual education", "mixed education", and "coeducation". What she had found in most United States schools was "mixed education", where the two sexes merely attended classes together and were "mixed", usually because it was financially more expedient for a thrifty school board to do it that way. In "coeducation" there must be an educational and psychological principle involved — namely, to help the young people of both sexes bring about within themselves a normal, healthy, and benefical adjustment to the members of the opposite sex and to themselves. In other words, the definition of true education given by Francis Parker over fifty years ago applies here, i.e. that "education is essentially the presentation of the right conditions for growth".

I was sure from my experiences both as a teacher and pupil at segregated boarding schools and at so-called "coeducational" day schools, that neither of these methods was the complete answer, so with the faculty, parents, and some of the older pupils at our school we tried to find a better way. The result was the distinctive arrangement which we have today.

We culled from our experiments the following principles. Nature seems to require of every individual certain adjustments within himself, such as the adjustment to reality, to society, to the Infinite, etc. Among these is the adjustment to the opposite sex and the adjustment to the potential mate. These adjustments are not made all at once, and are never completely made; but there seems to be a period in the life of each growing personality which is more propitious, when a particular adjustment is more acute and critical than at any other time. This opportune and crucial period in the case of the heterosexual adjustment seems to be between the ages of fourteen and sixteen. If a normal adjustment can be achieved at that time, it is more apt to be satisfactory and permanent. If postponed or anticipated, it is never so completely achieved. Morever, it cannot be made by proxy or vicariously; each individual must make it for himself.

Another principle (and for this we are indebted deeply to the studies of Dr. Margaret Mead in Samoa and among primitive tribes in the South Pacific) is that, at the onset of this period, there is a natural inclination of the two sexes to withdraw from each other for a considerable time. At this time there are many new

feelings and physical changes in each person which cause stress and strain until they are understood and have become harmonized into the personality involved. This requires much privacy and even solitude.

To meet these needs, we decided to assign the boys and girls in our high school to separate home rooms and to separate floors. Moreover, we found that at the 9th grade age it was better to have them also in separate recitation groups as far as possible. We began by separating them in some classes as early as the 7th grade, and then increasing the number in 8th so that the change would not be too sudden in the 9th.

After that, the two sexes are gradually brought back together in the 10th and 11th, until in the senior year they are together in all classes, although each sex still retains its own home room. During all of these years, however, they are working together on common problems and with common interests, such as student government, the opera and vaudeville, class parties, etc. This seems to help them to make the adjustment under normal conditions and without undue excitement or hysteria.

In order to learn to understand the new emotions arising within themselves and also to interpret the rapid social changes with which they are confronted today, the weekly discussion classes with me were designed. There in groups of others of their own age and sex they can bring up and debate with each other (under my guidance) whatever problems and questions concern them most. This provides a most necessary outlet, and outlets at that age and period of development are very necessary indeed.

The required participation in sports every day is another essential outlet, for it provides an opportunity to give vent to their nervous and physical energy which accumulates so rapidly and in such quantities if it has no legitimate means of expression. Moreover, the fact that the boys and girls are both taking a vigorous and interested part in their various sports on adjoining fields tends to bring about a better understanding of and respect for each other, which is so much a part of a normal adjustment.

Another potent factor in our scheme of coeducation is the fact that the various age groups are not isolated from each other. Young and old are not only present in the School but also working together for its best welfare. Little children are a strong influence in bringing out the best in the older boys and girls. They serve as a reminder to the older students of their responsibilities and also give validity to their positions in the School and society, both of which help greatly to bring about a more natural and satisfactory adjustment between the sexes.

There are many other items in our plan for the normal development of a healthy relation between the boys and girls, but space does not permit me to describe them further. It is true that some of the features mentioned above are found in many schools, but it is rare indeed to find them all in the same school and as a part of an overall plan to bring about true coeducation. In this we seem to be unique, and after twenty-five years find ourselves regarded as something of an authority on the question. We do not always carry out completely the plan as outlined, for conditions constantly change and we try to meet the particular needs of each group as they appear and as is most expedient for them; but the underlying principles are there toward which we strive, regardless of how the practice must vary. I will, of course, welcome at any time an opportunity to go into the matter

more fully with any of our parents who may care to do so. I believe that some of you might be interested to see letters I have received from our graduates at college, speaking of the benefit they have found our system to have been to them later in life. In any case, the faculty would be very glad to receive any suggestions and comments that any of you might care to make.

PERRY DUNLAP SMITH

TOY SHOP EVENINGS

This year the Lower School Christmas Toy Shop will be held on Tuesday evening, December 12 at 7:00 P.M. in Walling Hall. All Lower School parents are invited to come and work with the children from Grades 2 through 4, High School students and the faculty. The children will be asked to keep parents informed of the details as they are worked out by the Lower School Council and the faculty.

The children of the Fifth Grade have invited their parents to a Christmas Toy Shop evening in the Fifth Grade room on December 12 at 6 P.M. After a buffet supper parents and children will repair old toys contributed by the Fifth Graders.

Middle School Toy Shop will be on the night of December 18 from 7:00 until 9:00. All parents are invited to help finish the toys we shall have started.

The High School Toy Shop is under way in its plans for the manufacture and repair of toys to be turned over to the Lower and Middle School Toy Shop evenings. We have acquired over a gross of wooden wheels through the kindness of Playskool, Inc. and hope to produce a number of wooden cars and trains. We will ask the students to ransack their houses for old toys in need of repair and paint, and will, perhaps, again make a number of large box blocks as we did last year.

THE CHRISTMAS PLAY

The closing ceremony of our pre-Christmas program will again be the traditional play based upon the Bible story of the Nativity. This play has usually been chosen from the mediaeval, so called "Mystery Plays". This year the Ninth Grade has decided not to use one of these plays in its entirety but to put together its own play, taken from the Bible and supplemented by parts taken from a thirteenth century drama "The Benedictbeuren Play" and from an East Indian version of the Nativity, "The Barisal Play".

Each member of the class will have contributed to the production of the play: in the creating of the play itself, in the planning for its presentation, in the construction of stage sets and the assembling of properties, in helping the mothers in various ways with the costumes, in working on the stage crew, and in the acting of the play.

The class is taking its responsibilities seriously. Since the work on the actual stage production must of necessity fall within the brief interim between the Thanksgiving vacation and the closing of school for the Christmas holidays, parents can

be of immeasurable help by protecting their boy or girl from over-fatigue, especially over week-ends and by helping keep the week-day afternoons as free as possible from engagements which will interfere with work on the play.

JULIA E. GILBERT

CHRISTMAS MUSIC

Music is an integral part of the celebration of Christmas, and the students at North Shore are planning many musical activities to take place at Christmas time. The girls' A Cappella will sing the whole of Benjamin Britten's "A Ceremony of Carols" — a setting of twelve old English carol-poems for three-part women's chorus. The orchestra and a mixed chorus will perform some Christmas Music which I have written. Singing groups in the Lower, Middle, and Upper schools are learning familiar and unfamiliar carols, some of which will be performed with the orchestra.

There will be a Christmas Music Morning Exercise on Monday, December 18. We hope that the parents will attend and enjoy the musical activities at the school in the Christmas Season.

ALICE PARKER

EDUCATIONAL LECTURE SERIES

On Monday, December 11, at 10:45 Alice Marble will speak on "The Will To Win". Miss Marble today has four careers. She plays exhibition tennis, she lectures, she writes for a number of leading magazines and she is one of the prominent designers of sports clothes for women.

Although Alice Marble won six major championships in a single year, this success followed many years of illness and discouragement. It was through a game, tennis, that Miss Marble learned how to meet disaster or triumph with equal poise.

ART EXHIBITS

On Monday, November sixth, an exhibit of twenty water colors by Mrs. Roy Belnap brought many favorable comments from the guests at the faculty-parent tea in Walling Hall. Mrs. Belnap, who is one of our mothers, portrays scenes from our campus with a realistic vividness that pleases young and old alike. Included in the exhibit is an attractive "Carnival at Glenview" and several colorful Florida scenes.

The mothers of the Art Committee have now placed these pictures in the Middle School and in the auditorium, where they will remain until November 16th.

From November 16th to December 15th there will be an exhibit of paintings by Pauline Palmer, Chicago artist noted for her portraits of children, New England landscapes, and brilliant arrangements of still life. These paintings are being loaned for the show by Miss Lennards, a niece of the late Pauline Palmer.

MARIE HOLLAND

DECEMBER BOOK OF THE MONTH DONATION

Instead of asking for an individual title this month we are seeking sports stories for the library. As there are many good sports stories published but no special one which we would choose, we would be pleased to have you donate from your own library one or more of these books which are in constant demand on our fiction shelves. Please bring or send your donation to the office. The library needs your help!

FACULTY TEA

A faculty tea for the Sixth, Seventh and Eighth Grade parents will be held on Monday, December 4th, at 3:30 p.m. in the Art Library. Grade Chairmen Mrs. John N. Ott, Jr., Mrs. Edgar Stanton, Jr., Mrs. John S. Hutchins, Mrs. James W. Dunham, Mrs. George R. Cain and Mrs. Wallace D. Mackenzie will be the hostesses.

LITERARY RECORDINGS

For some time the English Department has been building a collection of recordings of good literature to use in English classes throughout the Middle and Upper Schools. One of the difficulties in building such a collection is that many of the best recordings, such as Robeson's *Othello* and Welles' *Julius Caesar,* are beyond the reach of the department's slender budget.

If any of the school's families possess literary recordings for which they no longer have use or which they find are not being put to use, the English Department will be happy to accept them. We guarantee that they will be used frequently. If you have such recordings and would like to have them used in our classes, simply get in touch with Mr. Thomas or leave a message for him at WI 6-0674.

DECEMBER CALENDAR

December 1 — 11th Grade Square Dance — Girls Gym
December 2 — 8th, 9th, and 10th Grades Square Dance — Girls Gym
December 4 — Faculty Tea — 3:30
December 9 — Basketball Game with Milwaukee — There 2:00 p.m.
December 11 — Educational Lecture Series — Alice Marble "The Will To Win"
December 12 — Basketball Game with Wheaton Academy — There 4:00 p.m.
Lower School Toy Shop 7:00 to 8:00 p.m.
December 15 — Christmas Tableaux — 10:35 a.m.
Basketball Game with Glenwood — There 7:00 p.m.
December 18 — Christmas Music — 10:35 a.m.
December 18 — Middle School Toy Shop 7:00 - 9:00 p.m.
December 19 — Christmas Reading — 10:35 a.m.
December 20 — Santa Claus Party — 10:25 a.m.
December 21 — Christmas Play — 4:00 p.m.
December 22 — January 8 inclusive Christmas Vacation

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII | January, 1951 | Number 4

TIMES HAVE CHANGED

Many parents, having vivid memories of the importance of marks on the College Board Examinations, become unduly concerned about the matter when their children approach High School, or even before. While the results achieved by the student on these tests are still important, the whole situation and the method of determining the fitness of the applicant to benefit from training as given at a liberal arts college or engineering school have greatly changed.

Today the college dean of admission tries his best to obtain a complete picture of each applicant. He is not satisfied with academic standing alone, and he particularly realizes that the scores made on one set of examinations, all taken in one day, may mean very little when considered by themselves. It is only after they are studied in connection with many other criteria, such as the entire High School record, the intelligence quotient, the student's personality as it has impressed the teachers who know him best, and his home background, that the examination marks can be given much weight.

The college deans do, moreover, take all of these factors into consideration. In order to do so, and in order to add their personal impression of the student to the other determinants, they place great emphasis on a personal interview either at the college or the school. This fall we have been host to more than twenty-five college deans, or in two cases college presidents, whom our students then had an opportunity to meet and with whom they could discuss questions regarding college admissions and college life.

But probably the most significant change for our seniors is the change in time of the College Board Examinations. They are now given in March of the senior year and all on one day. In the morning a three-hour aptitude test is given to all final candidates, followed, after the luncheon break, by three one-hour acheivement tests based on subjects which the students are taking (but have not yet finished) in their senior year. When the scores made on these tests are received by the colleges (in April or May) they study them in connection with all the other data they have already received and decide whether to accept the candidates or not. The acceptance or rejection slips are then mailed out to the students, so that they usually know well before Commencement whether they are in the colleges of their choice or not. If successful, the students are accepted at this time with the proviso that they continue to keep their work up to the same standard that they had shown previously.

This is no idle threat, for the colleges rightly view with alarm the sort of student who slacks off in his work as soon as the goal of college entrance seems to have been reached. We have had one such case, when a few years ago one of our senior girls who had received the usual provisional acceptance

from Vassar, and who until that time had been doing work on the "Honors" level in most of her subjects, allowed her work to fall back in the spring term to a lower level, although she still kept it well above the weak but passing rating. Vassar promptly withdrew their acceptance.

All colleges agree that the most important single criterion in judging admission candidates is the school record of the four years of High School. This, especially in the case of schools that the colleges know and respect, seems to correlate more closely with what the student will later do if admitted to college than any other single factor. But since the College Board Examinations have been moved up to March, and the college deans make their decisions shortly after that, the result is that the last set of school marks which reaches the colleges before making this fateful decision is our midyear report, which is based on work done and school examinations taken prior to January 26 this year. Actually, therefore, the colleges decide on the basis of only three and one-half years of High School work.

This frequently catches the senior unaware and more often his parents who may not have heard of the recent changes. When our school opens on January 9 after the Christmas holidays, there will be not quite two weeks left before the start of the midyear examination period on January 23. Let us hope that the seniors, and the rest of the school as well, have returned to their classes refreshed and recreated after the holidays, and not tired out and exhausted, as has sometimes been the case in the past.

We too do not believe that the examination score alone is completely significant, but in cases where the student has done work of doubtful soundness during the term, it may be the deciding factor. Neither is the term grade merely an average of marks acheived duing the term. Such a mark would be almost meaningless and could be most misleading. It is the teacher's careful and considered estimate of the pupil's ability to handle the subject at that time and in the near future as indicated by his acheivement up to that time. That is what the colleges need to know — how well do those of us, who know the applicant best and have worked with him in the given field, believe he will handle the subject as a basis for further learning in college.

It is no longer possible for the seniors to let things go more or less until spring and then put on a final spurt and end in such a blaze of glory that past deficiencies are overcome. This can still be done by the younger classes, but the seniors will be judged by what they have already done before this issue of the "Notes" is in the mail plus the best showing they can make on the mid-year examinations which are almost upon us. The parents can help greatly by seeing to it that home conditions are right for study and quiet, and above all that each student is in good physical health and spirits. In this, the importance of plenty of sleep as regularly as possible can hardly be over-emphasized.

PERRY DUNLAP SMITH

WHY THE "OLD-FASHIONED" EXAM?

The two semesters of the academic year close in January and in June, and as we approach these times, a good many thoughtful people ask why a school like the North Shore Country Day School needs to have an "old-fashioned" formal examination period. Though there are some real weaknesses in the system, there are valid answers to these queries.

It is a proper responsibility of the school to know how well its students are doing, to know how well they have done, and to forecast how well they will do in the future. No one of these judgments can be simple, for they are the summary of measurements on many different planes. In all studies, including the sciences and mathematics, the teacher must judge whether or not the student is capable both of comprehending explanations given in English and of presenting an idea or describing a situation, using English as a tool. We must know what they have learned of a factual nature and how well they retain what has once been learned. We must judge their understanding of relationships between facts. We must judge to what degree a student understands and uses the methods of any particular subject. These and other qualities of a student taken together are then balanced against a norm to determine his academic power. Can a two or three hour examination, however, provide the information necessary to this judgment?

Certainly not alone. Too often the instrument itself is faulty, at times asking questions which a poor student may answer equally well with a good student, or asking a question which may be correctly answered but in the answer may tell nothing about the student. Even when the test is a satisfactory instrument for measurement, we all realize that a student's capacity on a given day varies in relation to his health, the amount of sleep he has had, or even with Father's temper at the breakfast table. As if this were not enough to condemn the examination, it is further asserted that examinations spoil a working relationship between student and teacher and institute a pattern of master and slave, making it necessary for a student to comply with the teacher's opinion.

I cannot answer these objections to the "old-fashioned" examinations, for each is in its own way and to a degree valid. I would rather hold the examination to be a useful technique of education, productive for the student in learning and helpful to the teacher in judging. By itself it may be dangerously unfair, but in combintion with other mechanisms it can be most useful.

It is probably inevitable and not altogether bad that a student should worry about the outcome of whatever examinations he must meet. Emotionally this is an experience common in the adult world and a good climate in which to profit most from the examination itself.

When a student takes the trouble to go back over familiar ground, two very important things can happen. By refreshing his memory and checking to make sure that he has thoroughly mastered the factual material he cements as his own that which might otherwise have been lost as part of his useful body of information. In this process of review lies also the best hope for development of understanding based on the relationship of facts to one another, and concurrently a perspective is built on the whole subject matter which allows for the kind of discriminating thought which is more often than not the difference between a good and a poor student.

The process of writing an examination brings the student face to face with himself in an experience which is immediately related to the past few months of effort. The challenge will not be new in scope or in kind, but is rather a demand for surety of information, for organization of that information, and for precise statement. Many students, therefore, gain much from the examining process before they have had the advantage of a teacher's judgment. The later balancing of the studen's judgent of his own work against that of his teacher offers a value too obvious to require comment.

The faculty, in placing a value on an examination, necessarily are measuring

simultaneously the student and themselves. It has been my observation that teachers in a school like ours learn more about themselves than they do about their students when they read a set of examination papers. We plan our tests carefully, designing each question so that the students will have a chance to show what they know and what they are capable of doing. We plan to cover a considerable breadth of material and to challenge the good and the poor students alike. We know what we have taught, but as we sit down to correct the papers, we are reading what was learned; for in the last analysis education takes place within the student. Because we meet them in small groups we are rarely, if ever, surprised, but one often hopes for too much. When the blue books are read and stacked, ready to return to the student, we sit down with our successes and failures as teachers to write our judgments, having measured our fondest hopes against another bit of evidence.

This next month a new semester will begin, and both we and our students will be a little better aware of the academic problems we face together. We will have taken count of stock, defined again our weaknesses and strengths.

For these reasons I am glad that this school has found a way of combining the "old-fashioned" examination and the best in modern cooperative learning. On January 23, 24, 25, and 26 the high school students will consult with their advisers about the use of their time, but will otherwise be obliged only to meet the demands of their own particular examination schedule. The faculty will be at school each day with time to help any student requesting their assistance, but the students will be expected to organize their own time, allowing for the necessary sleep, exercise, and study. This planning is not at first easy, and the examination period will be more profitable to all if students get help in this from their parents.

NATHANIEL S. FRENCH

Kenneth M. Henderson, Jr., class of 1947 at North Shore Country Day School, has again attained the rank of Rufus Choate scholar at Dartmouth. Moreover, he was also one of thirty-five students at Dartmouth to be elected to Phi Beta Kappa in recognition of high scholastic achievement.

The English Department wishes to express its appreciation of the response to its appeal for assistance in building a record collection. Some very fine and worthwhile recordings have been received and will be put to use.

JANUARY CALENDAR

Saturday, January 6 — Basketball Game with Elgin Academy — there 2:00 p.m.
8th, 9th and 10th Grade Square Dance — Girls Gym

Tuesday, January 9 — School Opens
Basketball Game with Francis Parker — there 4:00 p.m.

Friday, January 12 — 6th and 7th Grade Square Dance — Girls Gym

Saturday, January 13 — January College Boards for Seniors
Basketball Game with Glenwood — here — 2:00 p.m.

Wednesday, January 17 — Basketball Game with Lake Forest — here — 3:00 p.m.

Saturday, January 20 — Basketball Game with Lutheran (Racine) there 7:00 p.m.

Tuesday, Wednesday, Thursday, Friday, January 23, 24, 25, 26, Upper School Examinations

Friday, January 26 — Basketball Game with Milwaukee Country Day there — 7:00 p.m.

Tuesday, January 30 — Basketball Game with Francis Parker — here

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII February, 1951 Number 5

PERSPECTIVE AND PANIC

The students returned to school from their Christmas holidays in far better condition than they did last year. The whole situation seems to have been vastly improved, as the number of parties was smaller, and their type and tone were distinctly improved. I heard no evidence of excessive laxity in matters of adult control such as has been permitted on several occasions during the two previous Christmas holiday seasons. Nor was there apparently the tendency to allow or even encourage an indulgence in the more sophisticated and adult types of diversion which we noted with alarm were appearing among the young people of our community last year, and which the parents had so promptly taken steps to check when the school called their attention to the realities of the situation.

Apparently our efforts have born fruit, and for our children, at least, conditions were distinctly improved. This is an excellent example of the value of our unique organization, which allows the home and the school to work closely together. We are a small enough unit, closely enough knit, and with complete enough agreement on the true values of ethical and social standards to enable us to take action promptly and effectively in such a crisis, and thus actually to influence markedly and to guide clearly the atmosphere of public opinion in the group of which our children form a part. In these turbulent times that is a most precious and comforting prerogative.

But it would hardly be fair to claim that our efforts were the only cause which has influenced and improved the present conditions, for there are many others. Among these, not the least in importance is the sobering effect, upon both our young men and young women, of the chaotic and threatening international crisis and the Damoclean prospect of being drafted. This was vividly brought home to our high school boys by association with their older brothers and friends who were home from colleges, where it is clear that the question of service with the armed forces dominates most conversation and discussion in all phases of their lives. This problem, with the uncertainty and grim threat to their future which it carries with it, naturally occupies everyone's thoughts at this time. It certainly cast a sobering pall over the activities of the holidays and made many people, who were mature enough in their thinking not to regress into the infantile pattern of let us eat, drink, and be merry and so forget the realities and responsibilities that we face, turn more thoughtfully and wisely to trying to experience again those values and recreations which in the past had brought the most lasting satisfactions and rewards, for no one knew when they might be found again.

As a result there seems to have been a return to living with one's family, to the enjoyment and solace of discussing vital matters, to attempting to find a basis for a personal philosophy and inner peace of mind, and of course to a decided increase of religious interests and observances. Certainly young people are not taking lightly the terrifying problems we all face. They are going to have to carry a heavy portion of the burden of the defense of freedom, and we must help

them in every way we can. The school is consciously attempting to do so and to meet these needs, by helping them to understand and think through their personal problems whenever they arise, in class or out. And in order to accomplish this we must help them to gain some perspective on the present by throwing on it the light of experience gained in the past. Never has the value of the so-called Humanities, the basis of our western civilization and philosophy, been greater. The emotional outlet of the Arts, those avenues to our own souls by which we so often discover our true selves, is at its highest in a time like the present, and the school will do its best to see that all of its pupils have ample opportunity to benefit from as many of these experiences as possible.

But, human nature being what it is, people do not always follow this path in times of stress. When they become baffled and particularly when a large element of fear enters into the picture, they tend to become panic-stricken. The thought of one's own son being drafted into the army is so emotionally terrifying that one's thinking is often short-circuited, and one starts blindly out on any course that seems to postpone or avoid that possibility. Parents, hearing rumors that the government may defer the active service of those who stand in the upper portions of their class in college, begin as low as the primary grades to worry about a child's rank in his class and propose to tutor and drill him both in school and during vacations, in the hope that he will achieve better marks than all the others. This is not an isolated case, but is, quite naturally, an understandable reaction which has occurred several times and could become a dangerous trend.

Nor is it confined to schools, for some of the colleges have already announced their intention of reverting to the so-called "accelerated program" which they adopted during the last war to enable students to complete their degree before being called into military service. It all seems quite logical, and has the benefit of making parents feel that they are doing something definite to meet the situation and help their sons, but in practice this pressure program did not work out that way. The colleges, in overwhelming numbers, were distressed at the results and returned to their normal schedules as rapidly as they could. In many men's colleges - such as Harvard, with which I was in intimate touch at the time - the authorities were violent in the condemnation of the plan and came to regard extreme youth on the part of an applicant for admission, regardless of unusually high marks, as sufficient grounds for rejection. The boys who were pushed could get the marks and pass examinations, but they lost so much in social maturity and the experience gained by living the full, normal life of boys of their age that they were seriously impaired as citizens and well-rounded individuals. On the school level I have seen all too many cases of pupils driven to care too much for marks and class standing, who became either burned out before they reached college, or warped personalities who lived in the world of books and marks but not of ideas and realities.

In my experience there is little danger in allowing a child to be a child and derive the full value from childhood while he is in that phase of his development. When the time comes to leave all that behind him, he does so normally and gladly if he has achieved the full values from the early stages of his growth. But if he is pushed or cajoled into adult attitudes at too early a stage, he loses many of those values and seeks to find on the adult level the infantile satisfactions he has missed. A mother I once knew, who had always wanted to be a tennis champion, spent large quantities of time and money having her 9 year old son drilled by the best tennis professionals, until at the age of 11 he could beat all the other boys of his age; but when he got to college he never achieved any real distinction in any form of athletics. He had been burned out at 11. The few boys who stood highest on the school rank list when I was in prep school, where marks counted

for everything, have never achieved anything like the success in later life that many other members of that group attained, who did their best but did not care so much for marks that they subordinated everything else to achieving them.

As Mr. John Mason Brown says in a recent article, "Literature and all the arts and the values of civilized living are put to the test every time a nation clears its decks for war..... However inevitable is the instinct to jettison what is loosely identified as 'culture' when confronted anew with the barbarisms of conflict, however human are the reflexes which challenge the right of beauty, learning, and enlightenment to exist side by side with the brutal ugliness of battle, the first and perhaps final surrender any of us can make would be to lose sight in the midst of war of the true values of peace..... This would be to rob our ultimate victory of its point and justification." Never are the arts of peace more needed by a nation than when it is fighting to preserve its basic freedoms, on which those arts are founded. Let us, therefore, in these difficult days try to "lift our eyes to the hills from whence cometh our strength", and not keep our gaze fixed only on the ground beneath our feet, important as that may be also. A sense of proportion and perspective is of vital importance to us all now. We must try to achieve it ourselves, if for no other reason than for the sake of our children.

PERRY DUNLAP SMITH

TREASURER'S NOTES

At the end of the first half of the academic year subscriptions to the Annual Scholarship Fund had reached more than half of the $30,000 goal. You will soon hear again from the tireless chairman of the Scholarship Fund Committee, Mr. Leonard B. Gilbert, concerning your contribution to this most vital phase of the School's program. As your treasurer I am sure you need no explanation on the financial side of the School's operations of the necessity for meeting this $30,000 goal in these days of rising costs.

No one can refute the value of the scholarship program to the School. Through it the student body can maintain a more democratic cross section of our community. Through it students who otherwise would be financially unable to attend and who can thereby have the advantage of a North Shore education find it possible to be with us. Through it children of parents who suffer financial reverses are enabled to graduate with their classes. To put it another way, through the Scholarship Fund the School is able to offer real advantages to deserving students and these students in turn are able to add the force of their personalities to the School.

Therefore I want to urge you all not to put the subscription card of the Fund in a cubby hole in the desk. Instead please reach for your check book and make an investment both in your child's and in another student's education.

I would also like to report to you on another investment you have all made as members of the Parents' Association both because it is a financial matter and because it is an activity in which I have a personal interest. Each winter the Association and the School combine to provide funds for a skating pond on the playing fields north of the Auditorium. As in the past the Lower and Middle School children have flocked to the rink for their athletic periods.

This year the rink is seeing added use as a group of High School hockey enthusiasts have been working out whenever the weather has permitted. Twice a week this group has traveled to Lake Forest Academy to scrimmage against the varsity and junior varsity squads. Without the rink your Association has helped provide this addition to the athletic program would not have been possible. The players and I, who have been working out the hockey program wish to express our appreciation.

Also if you find the week-ends bringing us more good skating weather be sure to come over to the School rink. The Luensman brothers who are responsible for our truly fine ice have done a good job for us and on most days you'll find the best ice there is right here at School.

GEORGE H. HANFORD

HONORS FOR ALUMNI

Theodore R. Butz, class of 1948, has been made assistant circulation manager of the "Tiger", Princeton humor magazine.

John S. Hinchman, class of 1949, has been awarded a five-inch orange "P" at Princeton as a member of the varsity 150-pound football team for 1950.

ROCKFORD CONFERENCE

On Friday, February 3, Mr. Smith is going to Rockford, Illinois, to take part in a conference at Rockford College, entitled "The Role of Woman in Society." The conference is in session on February 2 and 3. Mr. Smith will preside at the Friday evening meeting and will introduce Margaret Mead, well-known anthropologist and author of several books, who will talk on "The Modern American Family." Other people from the Chicago area who will also take part in the conference are Katharine Dummer Fisher of Winnetka and Helen Ross of the Institute for Psychoanalysis in Chicago. Rockford College invites all those who are interested to attend, and further information may be obtained at the School.

FEBRUARY CALENDAR

February 2 — Girls' Basketball Game — Ferry Hall — here 3:30 p.m.
February 3 — Basketball Game — Elgin Academy — here 2:00 p.m.
8th, 9th and 10th Grades Square Dance — 7:30 p.m. Girls Gym.
February 7 — Basketball Game — Lake Forest Academy — there 3:00 p.m.
February 9 — 6th and 7th Grades Square Dance — Girls Gym.
Girls' Basketball Game — Kemper Hall — here 3:00 p.m.
February 10 — Basketball Game — Milwaukee University School — here 2:00 p.m.
February 17 — Basketball Game — Detroit University School — there 7:00 p.m.
Girls' Basketball Game — Milwaukee Downer — here 2:00 p.m.
February 19 — Educational Series — Alan Lomax "Folk Song: U.S.A."
February 21 — Basketball Game — Lutheran (Racine, Wis.) — here 4:00 p.m.
February 24 — Girls' Basketball Game — Roycemore — there 10:00 a.m.
February 22, 23, 24, 25 — Washington Holiday.
February 24 — Basketball Game — Milwaukee Country Day — here 1:30 p.m.
February 28 — Basketball Game — Northwestern N. & M. — here 3:30 p.m.

EDUCATIONAL LECTURE SERIES

Alan Lomax, collector of folk songs and archivist to the Library of Congress, will present a lecture and recital on Monday, February 19th, 10:45 to 11:45, in the school auditorium. Mr. Lomax has hunted ballads all over America — in lumber camps and prisons, traveling through the South, the West, New England and the Middle West. This is the fourth offering of the 1950-51 Educational Lecture Series.

OPERETTA

On Friday and Saturday nights, March 16th and 17th, the School will present "Patience" by Gilbert and Sullivan.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII March 1951 Number 6

THE FAMILY AND THE COUNTRY DAY SCHOOL

The singular advantage of having one's children in a Country Day School is that they remain in close association with their home throughout the formative years, the period when they most need and benefit by this association. This is especially true today when our whole social environment is in a state of uncertainty and change. It is at times like these that we parents have an opportunity to be of greatest assistance to our children.

These are confusing times for everyone. We are not exactly at war, nor are we at peace. We have no precedent to guide us. But if we are confused, how much more so are our children. And yet confusion and fears lose their terror where the child feels he is a member of a family which has calm, quiet authority and wisdom as its attribute. Thus, we in the family, which is the basic unit of our free society, must seek to build homes and create in them an atmosphere in which the child's courage and confidence may grow and bear fruit.

As I see it, these perilous times will require both more control and more understanding at home. We, as parents, must be willing to sacrifice some of our own independence for our children's welfare, so that they do not find themselves becoming more confused by having to deal with adult situations without adult help and guidance. This need for control and understanding results, I fear, from our having been too prone to throw the children on their own. Perhaps we, too, in our own parental confusion have not dared to assert our own confidence in such underlying values as honor, honesty, humility, reverence, chivalry, and courtesy which do not change with time. It may be that we have conceded too much to group mones and mass security. We may have bowed too often to the children's fear of being "different" from their age gang and hence deprived them of the sense of strength that comes from belonging to a family which is secure enough in itself to practice what it believes to be right.

But it is hard for a family to establish and maintain such a code alone. On the one hand the accepted social pattern of the other children is an almost relentless force with which to contend. On the other hand parents are sure to be regarded by their offspring as out-of-date, old fogies not in the least familiar with the life of young people in the modern world. It is just here that the Country Day type of school may be of greatest help. Here lies the advantage of the small and intimately conducted school. Parents working together learn to know one another and so can work out patterns of behavior without needing to intrude on the home's essential and important independence.

Where the homes and the school work closely together, each tends to strengthen the influence of the other and the result is that the children can have the full

benefit of their parents' influence and at the same time become active members of a vital school atmosphere at the very time in their lives when they need both of these steadying influences most. The parents in turn have the advantage of association not only with other families who feel strongly about such matters but also with a faculty whose members are in a position to know pretty fully what changes are taking place in the thinking and activities of our boys and girls.

PERRY DUNLAP SMITH

THE 1951 SECONDARY EDUCATION BOARD MEETING

Recently Headmaster Perry Dunlap Smith and Dean of the Faculty Nathaniel S. French received an invitation to appear on the program of a conference to be held in New York on March 2 and 3 by the Secondary Education Board. This Board is an organization somewhat similar to the College Entrance Examination Board, except that as its name implies it operates on the high school instead of the college level. It sets up standards of entrance requirements and prepares examinations for entrance into various preparatory schools. The SEB also sponsors meetings of participating institutions so that the representatives thereof can confer together about current and vital educational problems.

Mr. Smith has been asked to join in a discussion on "Cooperation with the Parents in Regulating Social Life". The questions under consideration will be: "How can a school be of help to parents in formulating rules for students' social life? What responsibility does a school have toward its parents and students in helping to provide and plan for a well-rounded and sensible social life?" As you all know, the relationship between school and parents at North Shore Country Day School is a singularly strong and beneficial one and of such long standing that it is almost surprising to find being raised at the meeting questions whose answers are almost second nature to us. Through the last thirty years the Parents' Association and faculty have made studies of these problems and together they have done much to affect the social environment of our children.

Mr. French has been asked to represent us in a panel discussion on "Coeducation at the Secondary Level". In this school we have struggled to define the differences between boys and girls at progressive periods in their growth and have placed them together when this seemed to their mutual interest, separated them when one or the other sex seemed to need privacy. We have found it beneficial both to boys and to girls to offer them a separate home room and group adviser. This allows either sex the experience of group activities and of group responsibilities best fitted to its own development. In class work we find neither a constant separation nor a constant companionship to work towards the soundest growth and so have divided boys and girls in the most trying years of early adolescence. During the high school years we increase the number of periods they spend together and through years of experience we have become convinced that study is more productive as a result of this. As you all know, our junior and senior classes are mixed groups, mixed because we find boys contributing to the learning of the girls, and the girls in turn bringing to class discussions a sensitivity not easily awakened in boys.

Both Mr. Smith and Mr. French consider it a very real privilege to have been asked to take part in this conference. They believe that North Shore will not only gain from it but be in a position to contribute some ideas of value to the representatives from other schools.

GEORGE H. HANFORD

OTHER EDUCATIONAL CONFERENCES

On the weekend of February 15 and 16 Mr. Thomas, Head of the English Department, attended the annual meeting of the School and College Conference on English in New York City. The subjects of this conference were the College Board exam in English and preparation for English at the college freshman level.

Mrs. Byers Wilcox, Dean of Girls, is currently attending the thirtieth annual meeting of the National Association of Principals of Schools for Girls being held this year on February 27, 28, and March 1 in Chicago. Theme for the meeting is "Strengthening Our Faith". Out of town visitors, both college deans and school heads, have indicated a desire to visit North Shore on March 2.

Preliminary announcement was made last month of the annual meeting of the English Section of the Private Schools Association of the Central States at North Shore Country Day School on April 28. The subject will be "Language Study in Secondary School English".

ALUMNI NOTES

From a recent letter from Mrs. Ruth Crawford, Director of Admissions, Smith College:

"I am sure you will be interested to know that North Shore Country Day School is one of about twenty-five schools having five or more students on the Dean's List, and there is only one other school that has as many as three First Group Scholars. This is a very fine record, and I wish to add my word of congratulation for the good work done by your school in preparing these students for college".

From an alumnus of the early 30's who has moved from the community:

"I remember school as a joyful and eager experience from beginning to end. I suppose some discount must be made for the normal human tendency to anesthetize all painful experiences in retrospect, but even if the years at North Shore were only half as rich and stimulating and happy as I remember them, they would still be far beyond anything our children have access to here."

From alumni now in college:

"I find the training I have had at North Shore has prepared me to an extent that I now really appreciate."

"The quality of the work here (Smith) is principally the same as at North Shore."

John Hinchman, '49, received his letter at Princeton in 150-pound football.

Kenneth Henderson, Jr., '47, has been named a Rufus Choate Scholar at Dartmouth and has been elected to Phi Beta Kappa.

Ted Butz, '48, has been made assistant circulation manager of the "Tiger", campus humor magazine at Princeton.

FORMER PARENTS SPEAK

"Dear Mrs. Wilcox:

I have just completed a tour of Eastern colleges with Judy which included Vassar, Bennett Junior College, Connecticut College for Women, Briarcliff Junior College, Wheaton and Sarah Lawrence. In each case we explained to the Dean of Admissions that Judy had been a student at North Shore Country Day School for six years and only transferred to Rosemary Hall for her senior year because we moved East.

It occured to me that you and Mr. Smith might be interested in knowing the reputation North Shore has with these colleges. In every instance the Dean of Admissions was personally acquainted with either you or Mr. Smith and was completely familiar with the thorough secondary education and preparation which you give at North Shore Country Day. They were all delighted with the North Shore girls enrolled in their colleges and time and time again we heard the same words "Judy, you couldn't have gone to a better prep school than North Shore Country Day."

We were very happy to have this type of reception and it is very gratifying to both Mr. Roberts and myself that our choice of North Shore as a prep school for Judy has been so rewarding.

Sincerely yours,

(s) Dorothy S. Roberts"

(Mrs. W. Donald Roberts)

An excerpt from a letter from another parent who has moved away:

"We should have liked him to finish his high school course at North Shore Country Day School. The three years there have been most rewarding both in terms of academic progress and personal devolopment. (Our son) has shared with us the daily excitement he has felt in moving ahead in each of the various fields of study. His genuine respect and liking for the members of the faculty have played no small part in the swift gains he has made during the three years. We are deeply grateful for this rich experience for (our son) and in a secondary way — for us as parents."

ENROLLMENT COMMITTEE

Our annual request for names of parents whom you believe to be interested in the best education available for their children is in your hands. Our continuing service to the community can be maintained at its already high level only if we constantly strive to let others know about North Shore's program. I wish to urge you again to fulfill one of your many duties as a North Shore parent by submitting names of new families as soon as possible.

At your Committee's request the faculty stands even more available than in the past to talk with new families about the educational program at the various levels.

Will C. Grant, *Chairman*

SCHOLARSHIP COMMITTEE

This year there have been scholarship awards to one or more children in each of the fourteen grades of the school, with one exception in the Lower School, and including the foreign scholarship award and the Skokie and Trustee awards to graduates of the junior high schools in the North Shore area. Ours is a record of contribution of which we can be justly proud in terms both of its service to the community and of its benefit to the democratic spirit of the School.

TALCOTT GRISWOLD, *Chairman*

ATHLETICS

As the basketball season approches its climax with the varsity's participation in the Wayland Academy Invitational Tournament on March 2nd and 3rd, the varsity quintet has compiled a 13 won and 2 lost record. Twelve of our victories were by sizable margins. The close one was a recent 2-point win over Lake Forest Academy, evenging one of our two 2-point losses earlier in the season. All of us have been pleased with the steady development of the frosh-soph squad. When they learn to hit consistently they will give anybody a hard game. Their 6 and 8 record is already an improvement over last year.

The girls have worked harder than ever this year and have broken even in their schedule to date. Here, too, the play of the younger girls makes the future bright.

The School's informal ice hockey team has gotten a much better break in the weather than a year ago and, while holding its own in informal scrimmages with Lake Forest Academy's entire squad, did lose one regulation game to the Academy's first team 7 - 0.

In the Middle School program the boys' basketball team has gone undefeated since its opening game. The development of this squad will do much for the frosh-soph and varsity squads in the next four years.

MARTIN J. MCCARTY
Director of Physical Education

TRANSPORTATION

A number of the new families who have entered children in the Lower School during the past month have been surprised to learn of our transportation program. In view of this apparent lack of knowledge about this aspect of the School and since I understand the Enrollment Committee is starting its annual activity, I thought you might be interested to know that we do offer school transportation at cost from the Drake Hotel in Chicago north to central Highland Park and west to Glenview.

JUNE STENSON, *Director of Transportation*

1951 OPERA

Gilbert and Sullivan's comic operetta "Patience" will be presented by the students of the high school on Thursday afternoon, March 15, and Friday and

Saturday evenings, March 16 and 17. General admission tickets for the matinee (50c) and reserved seat tickets for the evening performance ($1.20) will be on sale during the school lunch period starting March 5 and in the school office on March 9. If ordering tickets by mail, please enclose check and return envelope, and address to Ticket Manager, 1951 Opera, at the School.

"Patience" tells the entertaining story of the confusing amours of twenty love-sick maidens, the officers of the Dragoon Guards, two aesthetic poets, and the simple milkmaid after whom the opera is named, and offers a wide range of musical and dramatic experience for the on-stage participants in addition to the benefits of the effort involved in the business, stage crew, scenic design, and property activities.

NATIONAL YOUTH THEATRE

Last fall Mr. Smith was the guest of the Lake Forest Public Schools for a performance of "Marco Polo" by the National Youth Theatre and was impressed to the extent that he has arranged for the group to present "Don Quixote" at the School on March 8. It was our intention to invite some of the eighth graders from the other schools in the vicinity to be North Shore's guests, but the public, parochial, and private schools from north Evanston through Glencoe have been so eager to enjoy this opportunity that we have scheduled two performances on the 8th. If the School seems to be bulging at the seams on that day, you will realize it is not a sudden thirty-fold increase in the eighth grade enrollment but our friends from other North Shore schools.

EDUCATIONAL LECTURE SERIES

The fifth lecture of the 1950-51 Educational Lecture Series will be presented on Monday morning, March 5, at 10:45.

Paul S. Weaver, Chairman of the Division of Religion and Philosophy at Stephens College, will discuss the subject "East Meets West in India", describing experiences and impressions gained during the past summer as Director of the Inter-University Round Table in India and Pakistan.

Dr. Weaver is widely known through his Sunday morning radio broadcasts and appearances on America's Town Meeting of the Air.

8th GRADE SOCIAL STUDIES

The 8th grade Social Studies class is planning a trip to Chicago. In the morning they will have a tour through the Federal Reserve Bank and find out what it does and something of how our money system works.

Also, since the group is now taking up problems involved in minority group relations, in the afternoon it will go to the First Baptist Church of Chicago to discuss with Rev. Morikawa the relocation of Nisei in Chicago during and after the war.

ART EXHIBIT

The current art exhibit of oils and pastels in the School Auditorium is the work of Florence Walsh, noted Chicago artist who specializes in portraits of young people and who has many commissions in various parts of the country. After studying at the Art Institute, the Academy of Fine Arts and the Beaux Arts Fontainebleau she returned to her studio at 73 East Elm Street in Chicago. Miss Walsh has exhibited at the Art Institute and the Arts Club of Chicago, at the All Illinois Art Association and the Drake Hotel. Included in the present exhibit is a portrait of her nephew, Art Walsh of Winnetka, a graduate of our School. The Faculty tea at 3:30 on March 5th in Walling Hall will honor Miss Walsh and give interested parents an opportunity to meet her.

MARION GALLARY, *Chairman Art Library Committee*

BOOKS WANTED

The Library Committee is again appealing for books from your shelves. These titles have been chosen to stimulate an interest in reading, particularly among the boys.

Of the following list, any one would be greatly appreciated for our library: Kon Tiki — Heyerdahl, Eisenhower the Liberator — Maurois, Sawdust in his Shoes — McGraw, Escape to Danger — Hungerford, Dark Adventure — Pease, Lou Gehrig, Quiet Hero — Graham, All Conference Tackle — Jackson, The Best in Baseball — Shoemaker, The Team — O'Rourke, Yea Wildcats — Tunis, All American — Tunis, or other books by Tunis.

FACULTY TEA

At the Faculty Tea on March fifth in Walling Hall at three-thirty the guest of honor will be Miss Florence Walsh whose paintings are now on exhibition in the School. Hostesses at the reception will be Mrs. William J. Sinek, Mrs. Rudy L. Ruggles, Mrs. Paul W. Hayes, Mrs. Milton S. Carstens and Mrs. Paul C. Kimball chairmen of the Second, Third, Fourth and Fifth Grades.

MARCH CALENDAR

March 2, 3 Wayland Academy Invitational Basketball Tournament
March 3 8th, 9th, and 10th Grade Square Dance — Girls' Gym
March 5 Educational Series — Paul Weaver "East Meets West in India"
March 5 Faculty Tea — 3:30 Art Library
March 8 "Don Quixote" by the National Youth Theatre
March 9 6th and 7th Grade Square Dance — Girls' Gym
March 10 College Board Examinations for Seniors at New Trier High School
March 15 Opera Matinee
March 16 Opera
March 17 Opera
March 22 to April inclusive Spring Vacation

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII April 1951 Number 7

HEALTH COMES FIRST

Parents and teachers generally are in complete agreement that the child's health must come first in planning his activities both at school and at home. Certainly the point does not need to be labored. But in putting this principle into practice, it is sometimes difficult to see the facts clearly when academic ambition or strong emotional desires conflict with what would otherwise be seen as an obvious health requirement. "It makes a lot of difference whose baby has the measles", as the old saying has it, when it comes to enforcing quarantine regulations. So too in respect to less dramatic situations where plain common sense should normally pravail.

Inasmuch as we teachers and parents are all human and, in matters affecting our children, can almost never be completely free from bias, the School undertook to protect the children from the consequences of this common failing by placing the direction of the health regulations in the hands of a physician of unquestioned reputation and competence, who would not merely have consultive responsibility and act in an advisory capacity, but would also be on the School grounds in person every day, and actually see all doubtful cases and have the authority to decide about them after examining each case himself.

I asked Dr. Helmholtz, who was then probably the dean of the pediatricians in this neighborhood (since a short time afterward he went to the Mayo Clinic in Rochester, Minnesota, as the head of that department there), to select our first school physician. He chose Dr. Benjamin Rappaport, who served us well and faithfully for many years until he too was called to positions of greater distinction in the medical world. With him we worked out the schedule of visiting each classroom every day in the Lower and Middle School and examining all doubtful cases. Nutrition classes were established and benefited the children for many years until the whole science of feeding the growing child became so well understood that the classes were no longer necessary.

After Dr. Rappaport we were fortunate in securing Dr. Frank Blatchford as school physician, a doctor who had served this community so well and for so long that he was well known to the majority of the parents in the School and had actually taken care of many of them when they were children. Under Dr. Blatchford's direction we worked out our present schedule of examining each child in every room in the Lower School every morning.

While the doctor looks into each child's throat, nose and ears, feels the glands in the neck and senses the general physical tone and appearance, I shake hands with each in turn and attempt to instill a little of the old-fashioned courtesy and good manners that is sometimes lacking in our young people who have often had little opportunity for such an experience. We go also into the Middle School building and see all pupils whom the classroom teachers send to us on suspicion that they may need some attention. The pupils from the Upper School are sent to us by their teachers. In addition to this all pupils who have been absent more than two days are required to report to us and record their cases in the daily "sick-book", which is then initialed by the doctor. This system of daily exam-

ination has worked so well that we have not had to close a classroom because of even a minor epidemic in twenty years.

Besides these measures, there are the yearly medical and physical examinations. Formerly these took place twice a year for the entire School, but since Dr. Blatchford's retirement, our present pediatrician, Dr. Herbert Philipsborn, who I am proud to say is one of our own graduates, has established the present system, with which most of you are familiar, of an even more thorough medical check. On the theory that almost every family now has its own physician and that that doctor would know the physical condition of his patient far better than could be ascertained at School in a rapid examination as one of a large group, we ask each parent to have his own doctor fill out and return to the School for filing a questionnaire describing in detail the child's health history and present physical condition. Dr. Philipsborn then studies each of these carefully and consults the home physician on all doubtful cases, so that he may be sure we do not overlook an opportunity to safeguard each child's health. If any of these reports indicate the need for further information, those children will be re-examined with a view to determining what adjustments or restrictions of their school program and activities may be needed to meet their special needs.

A special test of visual acuity is given each child by Dr. Philipsborn to determine the condition of his ability to see. The results are sent to the parents and in all doubtful cases they are requested to refer the child to specialists for further diagnosis and treatment.

Each pupil's hearing is also tested at School. This is done by the Department of Audiology of Northwestern University which comes to the School to give special tests. Reports of these examinations are sent to the parents and special attention is called to all cases where any symptons of hearing difficulty have appeared. These tests are very thorough and have already detected several cases which had not been discovered by the more usual devices.

We feel that these safeguards are more satisfactory than any we have used before and even than those that are commonly in use in other schools. Their success, however, depends on the help and understanding cooperation of the parents. Possibly our parents, having much experience in working with the School in so many of its activities, respond more readily than might otherwise be expected. Certainly the system seems to have worked well in its first two years of trial, which is another instance of the beneficial results which come to a school community when the home and the school work closely together. For this we have to thank the Parents' Association which has created and maintained the interest and spirit of its members in thus serving the children through the help and understanding that is given to the School.

May I add, as a final word, that there are still a few questionnaires which have not yet been returned to the School. If the blank has been mislaid, extra ones are available in the school office. It would help very greatly if those parents who have not done so already would give their prompt attention to this matter.

PERRY DUNLAP SMITH

WAYLAND THIRD ANNUAL INVITATIONAL TOURNAMENT

This year, as in other years, we were invited to participate in a post season basketball tournament. We felt that the time had come to accept and to give our boys the opportunity to test their ability against stronger teams and under tournament conditions. Tournaments will usually provide an atmosphere of color and competition that any boy who earns it, should have the right to experience. Such being the case we accepted the invitation and the tournament proceeded as follows.

In the first game of the tourney on Friday afternoon, March 2, Lake Forest Academy played Northwestern Preps of Watertown, Wisconsin, the game being won by Lake Forest 52 — 29. In the second game of the afternoon North Shore played Milwaukee Country Day and won easily 69 — 31. That 69 points for one team in a single game broke the scoring record for the tourney. In addition we also tied the tourney's record of making 19 free throws in a single game.

That night in the first game Milwaukee University School played Milwaukee Lutheran and won 53 — 48. In the final game of that evening Wayland Academy played St. Johns Military and won in a thrilling game 46 — 42. It was particularly thrilling because Wayland had been 12 points behind at half time.

In the next morning games which were played for a consolation berth Milwaukee Country Day won over Northwestern Preps 42 — 41 and St. Johns Academy won over Milwaukee Lutheran.

In the Saturday afternnon games which were played for the championship berth North Shore won over Lake Forest 56 — 34 and Wayland Academy won over Milwaukee University School 44 — 33.

In the first game of Saturday evening the morning winners, Milwaukee Country Day and St. Johns, played for the consolation championship. Milwaukee played a beautiful game and upset the favorite, St. Johns. That left the tournament championship game which placed the afternoon winners, North Shore and Wayland Academy against each other. The plan of the game was pretty well established ahead of time. It would be North Shore's deliberate game and concentrated man-to-man defense against Wayland's fast break and zone defense. It was to be another colorful game with tremendous cheering by the home fans. We were concerned that the noise might upset our team which had not previously played in a tournament or in a school where such spirit prevailed. It started out badly for us as we went behind 11 to 6 and at the end of the quarter were behind 15 — 10. Our boys played a very good second quarter to pull ahead 21 — 19 at half time. In the second half the lead changed hands several times and with 1½ minutes left we were behind 38 — 40. About that time Paul Jeffris sunk a long shot from the middle of the court to tie the score 40 — 40. He followed up with another from the corner the next time we got the ball and we went ahead 42 — 40 with about 30 seconds left. They tried a desperation shot which missed and was recovered by Capt. Byron Campbell. He was fouled and with 15 seconds left sank a free throw which sewed up the game 43 — 40 and gave us the championship. Our boys set a new tournament record by scoring 53 free throws in the three games and broke the old record of 19 free throws for one game by scoring 20 in the Lake Forest game. In addition Paul Jeffris, Byron Campbell and Peter Wallace were selected for the All Star Team.

All in all it was a thrilling and valuable experience for our players and students to go through. We were treated wonderfully by the Wayland Academy officials and our people saw the example of a school having solid spirit toward a game yet practicing the best rules of good sportsmanship. I am certain the tournament was a worth while adventure for our school and hope that in the future our boys will earn the right to go again.

MARTIN J. MCCARTY

FACULTY TEA

There will be a Parent-Faculty tea on Monday, April 9, at 3:30 p.m. It will be held at Walling Hall and the hostesses will be Mrs. Lester Abelson from the Junior Kindergarten, Mrs. R. A. Masessa from the Senior Kindergarten and Mrs. William B. Derby from the First Grade. This will be the last Tea for this season and everyone is cordially invited.

1951 BASEBALL SCHEDULE
VARSITY

Friday, April 13 — 4:00 p.m. Wheaton Academy — There
Tuesday, April 17 — 4:00 p.m. Luther Institute — Here
Saturday, April 21 — 2:00 p.m. — Open Date
Wednesday, April 25 — 4:00 p.m. — Open Date
Saturday, April 28 — 2:00 p.m. Glenwood — There
Tuesday, May 1 — 4:00 p.m. Racine Lutheran — Here
Saturday, May 5 — 10:00 a.m. — Lake Forest — There
Wednesday, May 9 — 3:30 p.m. Northwestern M & N A — Here
Saturday, May 12 — 1:30 p.m. Milwaukee Country Day — There
Wednesday, May 16 — 4:00 p.m. — Glenwood — Here
Friday, May 18 — 4:00 p.m. — Racine Lutheran — There
Wednesday, May 23 — 4:00 p.m. — Lake Forest — Here
Saturday, May 26 — 1:30 p.m. — Milwaukee Country Day — Here
Tuesday, May 29 — 4:00 p.m. Wheaton Academy — Here

FROSH-SOPH

Tuesday, May 1 — 4:00 p.m. — Lake Forest — There
Friday, May 11 — 4:00 p.m. — Lake Forest — Here
Friday, May 18 — 4:00 p.m. — Lake Forest — There
Friday, May 25 — 4:00 p.m. — Lake Forest — Here

The Middle School will again play in the Winnetka Inter-School League for which the plans and schedule are now being formed.

EDUCATIONAL LECTURE SERIES

Cleveland Grant will again bring his remarkable color motion pictures to North Shore on Monday, April 9, at 10:45 a.m. as the final lecture in our 1950-51 Educational Lecture Series.

"Adventures of Abner" will show the Grant's cocker spaniel at the age of five weeks on a bird filming trip across the Great Plains and at five months running twenty miles a day with a mountain pack train while the Grants film big game. Abner travels with the Grants for ten years, learning much about American birds and animals. This film was planned for children but is enjoyed as thoroughly by adults.

NOTICE

Mr. Rhodes would be very glad to have any old copies of Fortune magazine for the Social Studies courses in the Middle School.

APRIL CALENDAR

Wednesday, April 4 — School opens at 8:30
Friday, April 6 — Theatre Guild Trip
Saturday, April 7 — 8th, 9th, and 10th Grade Square Dance
Monday, April 9 — Educational Series — "Adventures of Abner", 10:45
Faculty Tea — 3:30

Friday, April 13 — 6th and 7th Grade Square Dance — Girls Gym
Monday, Tuesday, Wednesday, and Thursday, April 16, 17, 18, 19, Third Term Upper School Tests

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII May, 1951 Number 8

TRAINING FOR LEADERSHIP

On my return from two somewhat protracted trips to the eastern colleges and conferences last month, I found myself in a position to achieve a more objective and detached point of view of the School than I can obtain in normal term time when I am involved so deeply in the details and the pressing problems of the School that it is hard to achieve any perspective upon it.

The combination of the trips east and the fresh view of the School on my return were most encouraging indeed. In the first place, it is always gratifying in visiting the colleges in the East to find how much prestige the School seems to carry with them. I am always surprised by the cordiality and the warmth of the reception that applications from this school seem to meet with at such colleges as those I was fortunate enough to visit on this trip — namely, Yale, Harvard, Smith, and Trinity. I also saw representatives of many of the other colleges at the two conferences I attended, and there too I found that they seem to consider our boys and girls unusually well prepared, particularly in that they have the mature point of view towards their own education which the colleges welcome so keenly. I believe that this is not an accidental situation, for that is exactly the result that we have hoped to acheive.

The deans and the various college professors with whom I talked very frequently remarked on the fact that our boys and girls seemed to be able to think for themselves in a most gratifyingly mature manner. In one instance a professor of education at Smith, who had several of our girls in his class, spent some time with me exploring the matter, so as to try to find out what it was in our teaching that seemed to produce so consistently this type of independent thinking and attitude toward learning on the part of our girls. I had not realized to what an extent this result of the work we attempt to do here is unique among college freshmen, but my conversations with the professors certainly warranted such a conclusion.

President Lowell of Harvard used to say that he considered the difference between what he called "the college attitude" toward life and "the prep school attitude" to be summed up in the following: "A mature college student has come to regard his studies in college as *opportunities* which he may never have again and must be seized before it is too late, whereas in a prep school boy the best we can hope for is that he regard his lessons and his studies as *duties* or *obligations* which he must conscientiously meet." Mr. Lowell used to smile and comment at this point that he felt that a *good* college was fortunate if it could bring its students to the "college attitude" by the end of their sophomore year. I believe that here at North Shore a very considerable part of each class has

reached that goal by the start of our senior year and some have achieved it before. Hence I feel very proud indeed of what I found to be our position in the eyes of the eastern schools and colleges.

But this sense of satisfaction brings with it a distinct challenge, for we as a school, particularly we who are the active members of it at the present time, parents, teachers, and pupils, have thus had placed squarely upon us by those who have been here before us the responsivility of coming up to and maintaining the prestige which they have handed to us. It would be very dangerous indeed for us to sit back and rest on our laurels. In these changing times it is impossible to stand still. Like the White Queen in *Alice in Wonderland* we must run very hard just to keep in the same place. We would be in serious danger of deterioration if we did anything but plan to move forward, to improve on the past, and to strike out new paths which we hope will meet more completely the peculiar situations that are facing us.

For after all, we, as Americans, as was pointed out by President Chalmers of Kenyon College at one of the conferences I attended, are facing a grave and heavy responsibility. We find ourselves in the position, which Britain fought for and won in 1850, of being the leading democratic nation of the world and hence the principal guardian of its peace. And as American citizens who more and more will have to think of ourselves also as world citizens, we must face the fact that the force of circumstances plus the achievements of those who have gone before us have placed upon us a great responsibility.

No serious-minded person can fail to see this challenge and recognize the fact that we are going to have to pass on to our children a very great share of this reponsibility when it comes their turn to carry on in our places. We must produce leaders in all fields. The importance of the role that schools must play in meeting this challenge is obvious. We must all of us bend every effort to train for leadership. In this development the small independent school which has long maintained high standards is obviously well-suited to play a vital role.

The British boarding schools did this after 1850 and suceeded remarkably well, but we have much to learn from their mistakes as well as from their successes. For as anyone who is familiar with Kipling's story of *Stalky & Co.* and other Victorian writings well knows, these schools began to show a tendency to a smugness which quite easily developed after they had successfully met the challenge of training for leadership in world affairs. There was a distinct tendency to feel that leadership particularly belonged to the class represented by the schools.

While it was true that they set a splendid example in the devotion of their graduates to the principles of "noblesse oblige", basically this feeling was founded upon a caste system which would be unthinkable in America and has never existed here. Certainly the essence of the matter is that to lead and control is not enough. There must be a strong feeling of responsibility and humility as well, and leaders must not be drawn from one caste or class, but must rest on the merit basis, allowing the children of all citizens to have an equal opportunity to show and develop to the fullest extent any leadership qualities which may be latent in them. Education for leadership is moral education containing as one of its most essential parts humanitarian attitudes and broad vision.

If we in America are to develop this type of leadership successfully, we will have to shift the emphasis of our social thinking very materially, for in the past

we have concentrated our attention to an alarming extent on "security" and "adjustment to society".

Both of these are important, but they are not the essentials in training for leadership. In fact, when overemphasized they may definitely interfere with it. Therefore, it would seem that we in our school who have been trying our best for the past thirty years to develop the traits of individual initiative, high standards, high moral principles, and broad vision in humanitarian attitudes must emphasize once more qualities of austerity, efficiency, and the willingness to accept responsibilities and rise to them.

In the past, returning travelers from Europe have remarked upon the fact that British college youths seemed far more mature than ours, that they had learned their lessons more thoroughly, and had a far broader point of view than our more irresponsible young college men and women seemed to have. This was attributed to their educational system. I believe a very much larger cause for this condition of their young people was the fact of Britain's responsibility for world leadership and world peace and the valiant way her people were striving successfully to meet it. That responsibility now seems to have shifted to us. We too must rise to this challenge. I believe we are going to think far less about the individual's adjustment to society and his personal security in various forms and far more about how each of us as individuals can make a contribution to society and to the future peace and security of all mankind. This cannot fail to bring about a great improvement in the attitude of the young men and women who are just entering high school. It seems fairly certain that some form of universal military service will be adopted by our Congress. If this can be conducted on an equitable basis in which all contribute to their fullest extent, it too will have a profound impact and effect on the thinking of both young and old. I hope that here too we may benefit by the experience of our British cousins, who throughout the whole World War drafted their young men from the college and the noncollege groups alike into the Army, but sent back to college in uniform those who were able to produce evidence that they were best fitted to benefit from that training. Then during the college holidays these young men were back in Army camps taking their basic military training. They did not have a feeling that they were a class apart. Also, at no time did the British colleges accelerate their courses in the sense that we did in America, even with the enemy only twenty-five miles away across the Channel.

As several college presidents have pointed out, the great waste in American secondary education in the last twenty-five years seems to have been the tendency to allow the mediocre student to set the pace, rather than to strive to maintain the standards of the secondary schools at a level which would be a challenge to the best students, adjusting curriculum, in the case of mediocre students, to a level which they also could maintain.

It seems to me that our school is peculiarly well-fitted to meet this new challenge. The founders of the School in 1919 had exactly this sort of thing in mind when they decided to strike out on what was then a relatively new path in not only allowing but stimulating and urging pupils to think for themselves. If we are going to aviod the mass thinking which the modern mass information techniques of radio and television seem to produce and thus create the type of thinking that is tailor-made for a dictator, we must accustom our boys and girls to form sensible, sound judgments readily. They must know, of course, when

they are not entitled due to lack of information to an opinion on a subject, and they should also refuse to take ready-made opinions and propaganda. This is one of the points on which I feel most proud of our success, judging not only by what the college professors who have taught our children report but also by the type of question our students ask the visiting lecturers in Morning Exercises.

The home, of course, can help tremendously in this task by teaching its children to respect honest differences of opinion, to keep an open mind, and to know that no person is entitled to an opinion on a subject on which he is not well-informed. While it is confusing to live in an era when so many events of world-shaking importance are rushing upon us with such unprecedented speed, there is at least one advantage, and that is that our boys and girls are receiving their history actually in the making. We at home and at school must help them to understand and interpret these events as they occur, to weigh values, to know what is important and what is trival, to keep an open mind, and to withhold judgment until enough facts are in to warrant an opinion, to keep their courage, in the midst of confusion, and learn, when they choose leaders, to choose wisely. The old-fashioned education in which the teacher was supposed to know the answers and the child was marked wrong if he didn't give the answer the teacher thought he knew is not only useless now but positively dangerous. The teacher is no longer an indoctrinator but a co-worker with the students in an era of tremendous social change in which we are trying to find together our bearings and to steer a straight course. In times like this it is particularly gratifying to be associated with an institution which is working so closely with the parents and students in attacking these great problems. I believe that the effect on the students of growing up in such an atmosphere of collaboration and mutual understanding will be highly beneficial.

PERRY DUNLAP SMITH

MAY DAY

The May Day celebration this year will be on Friday, May 11th from 10:40 — 12:30. During the Morning Exercise period we shall present in the Auditorium the operetta: "The Eccentricities of Davy Crockett" given by a group of High School students.

The school has chosen a May Queen and two attendants. Two eighth grade girls will march in the procession and six children selected from the kindergartens and the first grade will accompany the Queen.

The Sophomore Girls under the Chairmanship of Dr. Landau are in charge of all the preparations and will also plan the entertainment while the Sophomore Boys will help with the distribution of the refreshments and the clean-up.

The ninth, tenth, and eleventh grade girls are inviting a group of children from the Northwestern University Polish Settlement in Chicago and a group of first grade colored girls from the Emerson School in Chicago to come as their guests.

The whole school will honor the May Queen and her attendants by dances on the green. Parents will bring picnic lunches for their children and guests but coffee, ice cream and milk will be provided by the School.

The Senior mothers are asked to meet with Mrs. Wilcox and Miss Wied in the Art Library immediately after the picnic on May Day to arrange final details about graduation. Should the weather auspices on May 11th be unfavorable, the

May Day celebration will be held in the Boys' Gymnasium. We hope that we shall have a large crowd and want you to know that everybody will be most welcome.

KARLA LANDAU

MAY CONCERT

The North Shore Choral Society will give its Spring Concert in the Auditorium of the North Shore Country Day School on Saturday evening, May 12. Included in the program will be a song by Bain Murray a member of the class of '45 and an Easter carol arrangementbyMiss Alice Parker. The guest artist is to be Nancy Carr, soprano, the star of WGN opera broadcasts.

DAVY CROCKETT

The Eccentricities of Davy Crockett is one of a group of three Ballet Ballads by John Latouche and Jerome Moross. It was first performed three years ago in New York, where it received critical acclaim as a charming, very American fusion of music, drama, and dance. In about forty minutes it presents a fast-moving and colorful synopsis of Davy's life — his choosing a bride and moving to the frontier, fighting the Indians, finding a mermaid in the Tennessee River, saving the world from Halley's comet, bear hunting, going to Congress, and, finally, his leaving home to die at the Alamo. The scenes are juxtaposed in such a way that there is no time for scenery or costume changes, so the stage setting must be suggestive rather than literal, and the performers must tell the story through clear and emphatic actions, without relying on costumes for characterization. The music has a folk-song quality, although it is not based on actual tunes.

Cal Brown is singing the part of Davy Crockett, whose girl friend, Sally Ann, is played by Pat Collins. The rest of the cast is as follows: Mermaid, Eunice Hull; Indian Chief, Art Pickard; Ghost Bear, Bob Hanson; Andy Jackson, Bill Everett; Anne Hutchinson, Sue Selz; Grace Sherwood, Ruth Geering; John Oldham, Mike Wallace; and Nathaniel Bacon, John Talyor. Two non-singing roles, those of the comet and the bear, will be played by Sue Farley and Victor Lane.

ALICE PARKER

SENIOR PLAY

The Senior class has chosen James Thurber's and Elliott Nugent's, "The Male Animal" as their annual production, and at the present time are hard at work in rehearsals. For the first time the play will be completely double-cast for the two performances on Friday and Saturday May 25th and 26th, which means that more members of the class have the opportunity of acting in the play. "The Male Animal" is a timely comedy which also contains two problems — the place of athletics in college, and academic freedom. The setting is Midwestern University, a typical Big Ten school, where the action revolves around the struggle of brains against brawn for the love of a woman. All seats are reserved at $1.20 and will go on sale about May 15th.

JOHN COOPER

FACULTY TEA

There will be a Parent-Faculty tea on Monday, May 14th, at 3:30 p.m. It will be held at Walling Hall and the hostesses will be Mrs. Lester Abelson from the

Junior Kindergarten, Mrs. R. A. Masessa from the Senior Kindergarten, and Mrs. William B. Derby from the First Grade. This will be the last tea for this season and everyone is cordially invited.

ENGLISH CONFERENCE

This year the English Section of the Private Schools Association of the Central States met at North Shore Country Day School on April 28th. The Association is made up of independent schools, a few public high schools and some individuals from local colleges and universities.

The general subject was Language Study in Secondary School English. At the morning session Mr. Perry Smith welcomed the conference delegates after which Dr. S. I. Hayakawa spoke about Semantics. The subsequent discussion was led by Mr. Herbert W. Smith, headmaster of Francis W. Parker School. After luncheon Dr. John J. De Boer addressed the members on Teaching Grammar for Meaning following which Mr. David Howe led the discussion. The meeting closed after a tea served by the Parents' Association in Walling Hall.

CALENDAR

May 1, Baseball game — Racine here 4:00 p.m.
Frosh-Soph game — Lake Forest — there 4:00 p.m.

May 4, Golf game — Lake Forest — here 3:30 p.m.

May 5, Baseball game — Lake Forest — there 10:00 a.m.
8th, 9th and 10th Grade Square Dance — Girl's Gym — 7:30 p.m.

May 9, Baseball game — Northwestern Military — there 3:30 p.m.

May 11, May Day
Baseball — Lake Forest Frosh-Soph — here
Tennis — Lake Forest — there
Golf — Northwestern Military — there

May 12, Baseball game — Milwaukee — there 1:30 p.m.

May 14, Parent-Faculty Tea — Walling Hall — 3:30 p.m.

May 15, Parents Association Meeting — Speaker, President Gordon K. Chalmers of Kenyon College.

May 16, Baseball game — Glenwood — here 4:00 p.m.

May 18, Baseball game — Racine — there 4:00 p.m.
Baseball game Frosh-Soph — Lake Forest — there 4:00 p.m.
Golf — Lake Forest — there

May 19, College Entrance Examination Boards for Juniors at New Trier

May 23, Baseball game — Lake Forest — here 4:00 p.m.

May 25, Senior Play
Baseball game — Frosh-Soph Lake Forest — there 4:00 p.m.
Golf and Tennis — Northwestern Military — here 3:00 p.m.

May 26, Senior Play
Baseball game — Milwaukee — here 2:00 p.m.

May 29, Baseball and Tennis — Wheaton — here 4:00 p.m.

May 30, Memorial Day Holiday

May 31, June 1, June 4 and 5 Upper School Examinations

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIII June, 1951 Number 9

NOT BY BREAD ALONE

From time to time this year, I have, at the suggestion of your editor, attempted to point out one or two of the characteristics of our school which are more or less unique and have therefore seemed to bring it distinction. When we first set up the school and worked out by study and experiment such marked features as our special system of coeducation, we were all very much aware of these distinguishing traits; but after thirty years of successful usage, we have become so accustomed to them that many are taken for granted and overlooked. We forget how unusual some of them are until some experience brings it forcibly to our notice.

For instance, it is common practice among schools today to accept the principle that Col. Parker enunciated so frequently and earnestly 60 years ago that a child grows as a whole not in separate parts and since all parts of him are related to his well being as a whole, education, which is in large part growth, must have to do with the whole child all the time and not attempt to force the growth of any one part without considering what is happening to all the other aspects of his growth at the same time. Very few schools and parents will deny this today; but when it comes to practicing it, we find a very different picture.

Schools today still tend to focus on the "training of the intellect" and the needs of the mind, leaving the needs of the body and of the spirit to occupy a secondary position as judged by their actual practice. Witness the fact, that although health needs are stressed in almost all catalogues, the usual punishment for children who do not study as hard as the teachers expect them to, is to deprive them of participation in athletics. Many times a contributing factor in the child's failure in the class room may be lack of proper exercise and the lack of the feeling of belonging to the group by doing one's part on a team. There are exceptions, of course, as when a student is over doing so much in participation and interest in athletics that he is neglecting his studies; the remedy there is obvious, but when "keeping in after school" is the habitual and usual punishment for low grades in class, the inference of whether the one takes precedence over the other in the minds of the school is clear.

With us the rule has always been that the Physical Education Department and the Academic Department have what the British so aptly call "equality of esteem". No teacher may keep a student in from the afternoon play period merely because the child has not done well in the class room, any more than the Physical Education teachers could keep a child out of an academic class because he was not giving his best to athletics. Actually both of these things do happen, for there are always exceptional or special circumstances which make it wise to complete a given task at once or work through a given difficulty without delay; but always this is done with the consent of the teacher involved, and on a basis of "borrowed time", i.e. the time taken by one teacher must be restored to the other by allowing extra time to be taken from the class time of the borrower.

In the matter of the needs of the spirit moreover both home and school are frequently even more guilty. The emotional needs of a growing child are great and not be postponed with impunity. He must feel he is loved, that those who are trying

to guide him and train him really care about him; if not, his learning is greatly impaired. He must feel that he belongs in his group at school and that he is accepted at home even when he has made mistakes or has been naughty. We can accept the child and condemn the naughtiness, without inconsistance and the child feels it by a sixth sense which children all seem to possess.

The school can achieve this by not over emphasizing competitive situations, which bring success only to the very few at the top; but rather stressing, wherever possible, situations in which the child is a cooperating member of a group doing his part.

The teacher must seek out activities and interests of as many kinds as possible so that each child in the group may find something in which he can excel and thus make a distinctive contribution to the whole. Then he can more easily learn to accept the frustration of not being outstanding in those fields in which he is not equipped to excel.

But there is another reason also for having as many worthwhile activities as possible. Every child has an inborn yearning for beauty and with it the need to express himself and his emotions through as many media as he can. His spirit is growing and struggling within him, attempting to find some adequate form of expression which will help him clarify and understand himself and his emotional reactions. As Miss Flora J. Cooke has put it so eloquently, "Every avenue to the child's soul must be kept constantly open and in use" if he is to grow to his fullest spiritual stature and realize his potentiality. These avenues to the soul are the means for the expression of beauty such as the Arts, Music, Poetry, Drama, and hand work. Most schools today offer each of these in the curriculum, but do they offer them to all their pupils every year, or are they offered on a selective basis for those who ask for them and then the pupil must specialize in each one to have it at all? The answer to this question is significant of the school's attitude toward the child's spiritual and emotional needs.

Moreover are these subjects taught as means of expression of the child's own feelings or more as vocational techniques thus missing the whole point of their value except to a very restricted few. I listened with interest at one of the Educational Conferences in New York in March to a discussion between two groups of school heads on the value of art in the curriculum and was amazed to find one group champion the idea that they never employed in their schools art teachers who were true artists because they were not "practical" enough and gave too little attention to "reproducing" accurately what the children saw. Fortunately there were many in the opposing group who saw that "reproducing accurately" was not the purpose of art, but that creating was more vital.

At our school each of these subjects, Art, Music, Drama and Literature, is an integral part of the curriculum of every child from Kindergarten through High School. They are required of all pupils every year regardless of whether the child is doing well or poorly in his academic work. They are used neither as rewards nor as punishments, but as an essential means of meeting the emotional and spiritual needs of the growing child; not as frills, but as a vital part of his education.

Another essential factor which is designed to meet these emotional needs is the close relationship between the children of all ages in the school. They are not merely attending the same institution but are members of the same school family who know each other well and work together for the welfare of all. The daily assembly, (a rare feature in schools today) brings them into close contact every day, to share a common experience or to discuss common problems or interests. The special days like Work Day, Santa Claus Party and Clean-up Day, offer opportunities to work and play together. Also the constant associations on the play fields are a strongly unifying force which makes each child feel he has a rightful and

important place in the school community. When you add to this the factor of the work the parents do throughout the year at the school and in their meetings; and the close personal association with the teachers in both groups, you have a powerful force for building a sense of service and well being in each child. These devices have not come about by chance; they were each gradually worked out after careful thought and are distinctive features of the School. The resulting benefits are not of the tangible sort which can be measured readily, but are nevertheless the more important and lasting values that come into childrens lives. Wise parents discern this and, although we have tended to take the presence of these advantages for granted, we realize fully that they are probably the most significant attributes of our school.

PERRY DUNLAP SMITH

NOTICE TO PARENTS

During the school year many articles of clothing have accumulated in the Lost and Found department. When you are at school please go to the office and see if any of these things belong to your children.

THE PARENTS ASSOCIATION

Officers for the year 1951 - 1952

President — Mr. Boyd N. Everett, 513 Walnut Street, Winnetka 6-2230
First Vice-President — Mr. Talcott Griswold, 101 Thorntree Lane, Winnetka 6-3456
Second Vice-President — Mr. Richard W. Simmons, 147 Chestnut Street, Winnetka 6-4480
Treasurer — Mrs. Tilden Cummings, 322 Woodstock Avenue, Kenilworth 2337
Secretary — Mrs. David J. Luick, 495 Ash Street, Winnetka 6-4046

PARENTS' ART EXHIBITION

The members of the Art Library Committee wish to thank those parents who generously contributed their works of art to make the Parents' Art Exhibit a success. It is now on exhibition in the foyer of the auditorium and in Walling Hall.

MARION GALLERY
Chairman, Art Library Committee

ENROLLMENT IS EVERYBODY'S BUSINESS

One of the basic concepts on which our school was founded has been said to be that is "really belongs to those who care" — students, parents, and faculty alike. In any community venture such as The North Shore Country Day School each participant has a responsibility. When a teacher joins the North Shore faculty, for instance, he must continually strive to improve his own teaching methods and to provide that stimulus to the school's over-all educational program which has kept us in the vanguard of primary and secondary school education.

When a family joins the school community today it is true that it does not actually have to purchase shares in the school as parents did as recently as ten years ago. But parents still have, however, a much more important investment involved in the education of their children. In view then both of their responsibilities and of their investment our "parents who care" can not wisely afford to forego participation in at least some of the school's activities.

As your treasurer I can report that we inticipate closing out our financial year in June at the break-even point. The siuation for next year looks about the

same. But there are many phases of our program, both educational and otherwise, which could be given added value if more funds were available. Is it not the wisest course to seek these funds through increased enrollment for those grades in which there are openings?

I can assure you that the members of the faculty are hard at work as always seeking new and better teaching methods and programs. Despite the outstanding college admissions records of our graduates of recent years and of this year's seniors, the teachers are not complacent or self-satisfied — nor will they ever be.

I can assure you further, as I did in my recent letter to you on behalf of the Enrollment Committee, that the Committee's efforts this spring have borne fruit. Nearly half of the families whose names were suggested as being interested in the school have wished to visit us or talk with a member of the staff about the school. Fully half of these I would say will definitely be with us next year. The over-all enrollment picture is healthy, too. For next year's ninth grade, for example, we already have by the middle of May some eight applications, six boys and two girls, as well as several more likely prospects. And yet we can not afford to be any more complacent or self-satisfied than the faculty.

Finally I can assure you that we do not contend that North Shore is the right school for all children or for all families. But I do feel certain that there are more families in our vicinity who could benefit from becoming members of our school community than just those whose names have been submitted to the Enrollment Committee. Thus, I wish to call upon you in the light of your responsibilities and investment as a member of our school community "who cares" not only to make use of every opportunity to let others know what North Shore has to offer but also to take part in your Enrollment Committee's activity by sending names of prospective parents to me at the school. Enrollment is everybody's business and it is good business to increase the value of your investments.

GEORGE H. HANFORD

NOTICE

The Sophomore girls and I wish to extend our sincere thanks to the parents, faculty and students for their splendid cooperation and help that made our May Day celebration possible.

In spite of a treacherous weather man who as usual did his best to keep everyone in suspense and who finally sent us such cold weather that we had to celebrate in the Boys' Gymnasium, we still feel that spirits were high and hope that everyone had a good time.

KARLA LANDAU

JUNE CALENDAR

June 1 — Lower School Closing Exercise 10:50
11th Grade Picnic 6:00 at Mr. and Mrs. Stuart Otis'

June 2 — 8th, 9th and 10th Grade Square Dance 7:30 Girls' Gym

June 4 — Middle School Closing Luncheon 12:30
7th Grade Picnic at Mr. and Mrs. Philip T. Atwoods'

June 5 — 10th Grade Picnic

June 6 — Senior Luncheon 1:00. Guests are students, Parents of the Senior Class, Faculty, Alumni, Directors and their wives.
Senior Stunts 2:30. Guests are students, Parents, Alumni, Faculty, Directors and their wives.

June 7 — Upper School classes until 11:00, followed by Commencement Rehearsal.
9th Grade Picnic at Mr. and Mrs. Talcott Griswolds' - 6:30.

June 8 — Upper School classes until 10:30, followed by Commencement Rehearsal.
3:30 Commencement
12th Grade Picnic at Mr. and Mrs. Will C. Grants'

June 9 — Junior Prom 9:00 p.m. to 1:00 a.m.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV October, 1951 Number 1

HONOR AND THE FAMILY

During the days of the summer vacation, and indeed extending well back of that into the spring, the parents of the children of our nation have been profoundly shocked by the events which came to light regarding dishonesty in the schools and colleges of the country, particularly in connection with athletics. While this condition was an intensely alarming revelation to us all, and in the wave of indignation and shocked surprise which followed it, many violent and extreme conclusions were voiced on all sides, it seems to me that we had been given plenty of warning that something of this sort was sure to develop if the over-emphasis placed on athletic victories by the alumni and general public continued.

Of course, the college authorities should have done something about it, and a few of them did, but in general the pressure brought by the alumni, and frequently parents, was so great that it was almost irresistible. The result was that the gambling interests saw an opportunity to enter the field and moved in. Tragic consequence then became a certainty.

I am proud and happy to say that the parents of our school have from the first supported the faculty and me in our stand against over-emphasis on athletic victories. For many years, until we had established firmly the attitude of sport for sport's sake and not for the sake of victory at all costs or to please the spectators, we did not even have formal cheer leaders. We tried to avoid the exploitation of individual athletes in every way. No names in the papers, no awards of letters or athletic honors in public, no high pressure pep meetings, etc., was our policy. Particularly we placed the emphasis on athletics for everyone, not just the favored few on the varsity squad; and good sportsmanship in team play, not individual glorification of a few outstanding athletes, who usually turn out to be natural athletes not deserving praise half as much as some less gifted but more hard working members of the lower squads.

We emphasized each student's doing his utmost to win, of course, and tried our best to teach each team not only to put forth its best efforts, but even through

determination and courage to rise to heights in a crisis which surprised even themselves; but always and under all circumstances to play fair, particularly when under great emotional strain or excitement. If the habit of good sportsmanship does not hold then, it is of little use.

I believe this policy succeeded. In a few years we had so firmly established the attitude of good sportsmanship as against winning at all costs that we could relax some of the measures taken to prevent exploitation of the individual athlete which I mentioned above. With very few exceptions there has been almost no evidence of a need to return to our early policy. Outbreaks of youthful exuberance into the realm of derogatory remarks about our opponents, on the part of our cheering section, or instances of loss of self-control resulting in unsportsmanlike conduct on the part of individual players have been few and were handled promptly and decisively, but, human nature being what it is, the pressure and example from the college and adult world upon our young people is still great. I hope that after the scandals and revelations that have broken into the public press in recent months this will turn in the direction of better sportsmanship and honesty; but even if it does, we, as parents and teachers, if we accept our responsibility for the guidance of young people, must maintain our vigilance and be alert to every opportunity to establish and preserve the highest possible standards of good sportsmanship and honor.

Honor is and should be the direct concern and responsibility of the home. Many years ago, and down through the ages before that, the noble families accepted this responsibility and cherished it as one of the most vital prerogatives of their inheritance and position as rulers in the state. They realized that "the honor of a gentleman" was a sacred trust which had come to them through their inheritance of rank and position. It was the price they paid for their position, and they knew it was vital to the existance of the social order as they knew it, even to civilization itself, that they pass on this tradition to their children. It is what was meant by "Noblesse oblige" and it is not easy to teach. But teach it they did by various means and rituals such as the rigorous training of the young esquires by which they earned the right to become a "true knight" and wear sword and spurs.

Probably, however, the greatest single factor in establishing such a high standard of honor that even a youth would, literally, rather die than allow a blemish to fall upon it, was the obvious attitude of adults around him, particularly that of his parents.

It is not so much what we say to our children, as what we ourselves do and how we act in given situations, that truly influences them. They seem to have a sixth sense in discerning the true meaning back of our words as revealed by our actions. In times like these we must have the courage to examine our own attitudes objectively so as to be sure there are not some changes to be made within ourselves

before we blame the young people for attitudes they have of which we disapprove, but which they may have learned from us.

This is not to say that we should leave it all to our unspoken influence alone. On the contrary, in matters intangible and spiritual, such as the quality of honor and integrity, we must help our children to understand and appreciate them by putting them into words. This is not easy to do, but it is vital if we hope for success. We adults have somehow become self-conscious about stating our feelings in matters of this kind before our children. Perhaps we fear we may sound self-righteous and preachy, and, of course, it is easy to become so if we are not careful. But it can be done without that sort of thing entering in, if we are aware of the true importance of the quality and are truly sincere in our determination to do our best to bring about the desired result within ourselves as well as in our children. Then we become co-workers with our children in a common cause and not mere preceptors.

What I have said about the home's responsibility applies equally to the school, for the school is, or certainly should be, an extension of the home, and should strive to augment and reinforce the work of the home in every way it can. It should never attempt to be a substitute for it. We at the school have the same handicaps in seeking to create the highest standards of honor among our pupils and in the whole school community as the parents have, but we must rise above them. We are determined this year to do so and to set for ourselves and our pupils the highest standards we have yet acheived. We are in a good position to do so, for we have just finished a year which has turned out to be one of the best we have ever had.

Our athletic teams were outstandingly successful, their standard of sportsmanship was excellent, and they have left behind them a record which will be hard to equal. Their success was due in no small part to their ability to discipline themselves, to keep training, and to keep working. They learned how to rise to their highest efforts in a crisis, which comes from strict self-discipline over a prolonged period. It is never acheived quickly or easily. These qualities carried over into the classroom work — never has morale been higher — and the result was outstanding success in their college entrance record. In visiting the colleges in the East this summer I was amazed and delighted to find what a high reputation and prestige we now enjoy.

This faces us with a very healthy challenge for the year ahead. I know with the continued cooperation and backing we have always received from our parents, faculty, and students we will meet it successfully. In confused and dangerous times such as the world and our country now faces, the need for honor and integrity is greater than ever before. This school — teachers, pupils and parents alike — intends to do its part in acheiving that goal.

PERRY DUNLAP SMITH

CHANGES IN ADMINISTRATION AND TEACHING PERSONNEL

Miss Virginia Deane replaces Mrs. Byers Wilcox as dean of girls. After twelve years of outstanding service to the school, Mrs. Wilcox's resignation was regretfully accepted in June. Miss Deane, a former instructor at the school, returns to assume her new duties after a year's leave of absence spent in graduate study in England and Europe.

Frank Patterson has joined the North Shore faculty as head of the music department. Mr. Patterson is a graduate of Boston University and comes to Winnetka highly recommended by Boston and Tanglewood music circles. He replaces Miss Alice Parker who will resume her advanced studies in composition in New York this fall.

Mrs. Theo. Dose' will be the lower school music teacher. Mrs. Dose' has had many years experience in working with school and church groups. During the war she was on the faculty of the Lake Bluff public schools in the elementary grades and later in the Chicago public high schools. She is a graduate of Northwestern University.

Mrs. Dorothy Paige, assistant in the music department, is a graduate of Northwestern University, was a student and later a teacher at the Dushkin School of Music.

David Howe will be acting head of the English Department as he fills in for Cleveland Thomas who has been granted a year's leave of absence to complete his doctoral studies under a teaching fellowship at Northwestern University. To fill the gap in the high school English program caused by Mr. Thomas' leave of absence, Gordon Browne, chairman of the school's special committee on reading, will move over to the upper school from middle school, where he has taught for many years. His place on the junior high school faculty will be taken by Miss Jo-Ellen Pettit, who comes to North Shore from the faculty of the Shady Hill School in Massachusetts.

Lower School students will find two new faces in their faculty group as Miss Phoebe Swazey and Mrs. Grace Tarini take on their duties as third grade and senior kindergarten teachers, respectively. The kindergarten will have two new assistants, — Mrs. Mary Killian, a graduate of Brigham Young University and Chicago Musical College, who had several years primary school teaching experience (among them a year as fourth grade teacher at North Shore) prior to her marriage; and Mrs. Eleanor Patterson, wife of the new head of the music department. Mrs. Patterson has been swimming pool instructor at Tanglewood Berkshire Musical Festival center, working with younger children.

Vincent C. Reidy will head the Industrial Arts Department for the entire school. Mr. Reidy is a graduate of Illinois State Normal University. He did his

practise teaching at University High School, Normal, Ill., and later was a member of the faculty of the Midwest School of Building Trades at Bloomington, Illinois.

EDUCATIONAL LECTURE SERIES

Mrs. Philip T. Atwood, Chairman, and Mrs. Franklin J. Lunding, Asst.-Chairman, have chosen Ogden Nash as the first speaker to appear on the Educational Lecture Series. Mr. Nash will be presented at 8 o'clock the evening of Tuesday, October 16th, in the Auditorium.

Parents are urged to again support the lecture series through ticket purchases. By doing so, students may continue to hear, without charge, outstanding speakers on important subjects. A complete schedule of speakers and lecture dates will accompany the ticket mailing.

OCTOBER CALENDAR

Oct. 6 — Football — Milwaukee University School, here 10 A.M.
Oct. 13 — Football — Northwestern Military & Naval, there, 2 P.M.
Oct. 15 — Faculty Tea — Junior and Senior Kindergarten and First Grade, Walling Hall, 3:30 P.M.
Oct. 16 — Educational Lecture Series — "An Evening with Ogden Nash", Auditorium, 8 P.M.
Oct. 20 — Football — Lake Forest, there, 2 P.M.
Oct. 22 — Faculty Tea — 11th and 12th Grades, Art Library, 3:30 P.M.
Monday, Tuesday, Wednesday, Oct. 22nd, 23rd, 24th — Upper School First Term Exams
Oct. 24 — Fall meeting, The Parents Association, Auditorium, 8 p.m. Information concerning the functions of the association. A special welcome to new parents is planned.
Oct. 27 — Football — St. Louis Country Day School, here, 10 A.M.
Oct. 31 — Halloween Play — Auditorium, 10:35 A.M.
Nov. 3 — Football — Detroit University School, there, 10 A.M.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
ADMINISTRATIVE OFFICERS
1951-1952

Perry Dunlap Smith ..... Headmaster
Nathaniel S. French ..... Dean of the Faculty
Ned M. Morningstar ..... Director of the Lower School
Timothy Rhodes ..... Head of the Middle School
George H. Hanford ..... Treasurer
Virginia S. Deane ..... Dean of Girls
John C. Marsh ..... Director of Leicester Hall
Jean K. Talley ..... Registrar
Virginia C. Farwell ..... Financial Secretary
Jennie L. Walgren ..... Business Department Secretary
Mary Elizabeth Hunt ..... Secretary to the Headmaster
Dolores C. Eldredge ..... Office Secretary
June Stenson ..... Director of Transportation
Regina Linnig ..... Director of Lunchroom

INSTRUCTORS

Barbara Rounds ..... Junior Kindergarten
Grace R. Tarini ..... Senior Kindergarten
Mary M. Killian ..... Assistant, Kindergarten
Eleanor H. Patterson ..... Assistant, Kindergarten
Jeanette Rumsfeld ..... Special Teacher, Lower School Assistant
Evelyn Kratz ..... First Grade
Kathleen M. Collingbourne ..... Second Grade
Phoebe A. Swazey ..... Third Grade
Ned M. Morningstar ..... Fourth Grade
Lillian Griffin ..... Fifth Grade
Timothy Rhodes ..... Middle School English, Social Science
Virginia Ingram ..... Middle School Mathematics
Jo-Ellen Pettit ..... Middle School English, Social Science
William Steel ..... Middle School Mathematics, Social Science
George F. Eldredge ..... Middle School English
Nathaniel S. French ..... Social Studies, History
Virginia S. Deane ..... Social Studies, English
Julia E. Gilbert ..... Remedial Reading, English
David L. Howe ..... English, Administrative Assistant
Gordon M. Browne ..... English, Chairman of Reading Committee
Lewis A. Taylor ..... Head of Mathematics Department
Joanne Kutten ..... Mathematics
Karla Landau ..... Head of Modern Language Department
Simone Valvo ..... French
Helena Lennards ..... Latin
Ida C. Wied ..... Head of the Science Department
William W. Talley ..... Science, Safety Instruction
Martin J. McCarty ..... Director of Physical Education
Marjory Shallow ..... Physical Education
Vincent C. Reidy ..... Industrial Arts
Elsie V. Harridge ..... Sewing
Marie A. Holland ..... Director of Upper School Art
Ruth Linnell ..... Lower and Middle School Art
John C. Marsh ..... Director of Dramatics, English
Frank N. Patterson ..... Head of Music Department
Theo D. Dose' ..... Lower School Music
Dorothy Paige ..... Music Assistant
Ruth Kluge ..... Remedial Reading

ROOM ADVISORS

6th Grade ..... Miss Ingram
7th Grade ..... Mr. Rhodes
8th Grade Girls ..... Mr. Steel
8th Grade Boys ..... Mr. Eldredge

Upper School, Girls

9th ..... Miss Kutten
10th ..... Miss Gilbert
11th ..... Mme. Valvo
12th ..... Miss Wied

Upper School, Boys

9th ..... Mr. Hanford
10th ..... Mr. Browne
11th ..... Mr. Howe
12th ..... Mr. French

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day before 10:00 a.m. to ask for assignments, and to call for them at the Office after 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ABSENCES FOR REASONS OTHER THAN ILLNESS

This is a knotty problem that arises each year because it involves both the convenience of some families and injustice to others. The following tradition, therefore, has been established by the school, and seems to be fairest to everyone concerned:

The school authorities earnestly request that no child be taken out of school for trips prior to scheduled vacation periods, or delayed beyond them in being returned to classes except in most unusual circumstances, when special permission must be obtained from Mr. Smith.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

* * *

MEDICAL FORMS were due at the school office before September 13th. If your child's form is not yet in, please attend to the matter immediately.

* * *

Needed for Leicester Hall: Sturdy, large sofa; 2 large chairs, table lamp (large) for hall, several living room tables. If you have any of these articles, consider them suitable, and are willing to donate them, please call Mrs. Richard R. Donnelley, Winnetka 6-4649, so they may be considered by the House Committee.

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL 1951-1952

James L. Allen
T. Kenneth Boyd
Milton S. Carstens
Chesser M. Campbell
Boyd N. Everett
Leonard B. Gilbert
Austin T. Graves
Will C. Grant
Talcott Griswold
George H. Hanford
Foster Hannaford
Denison B. Hull
John S. Hutchins
Perry Dunlap Smith
W. Lindsay Suter

THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL

President, Mr. Boyd N. Everett, 513 Walnut Street,.....Winnetka 6-2230
First Vice-President, Mr. Talcott Griswold, 101 Thorntree Lane,....Winnetka 6-3456
Second Vice-President, Mr. Richard W. Simmons, 147 Chestnut St.,..Winnetka 6-4480
Secretary, Mrs. David Luick, 495 Ash Street.....Winnetka 6-4046
Treasurer, Mrs. Tilden Cummings, 332 Woodstock.....Kenilworth 2337

EXECUTIVE COMMITTEE

The above, Mr. Perry Dunlap Smith, ex-officio, the Standing Committee Chairmen, and the following six members at large: Philip T. Atwood, Tilden Cummings, Austin T. Graves, Mrs. Talcott Griswold, David J. Luick and Artemas G. Pickard.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. Lee S. Fetcher, 822 Bryant Avenue.....Winnetka 6-1001
Athletic, Mr. Wm. J. Griffin, 27 Indian Hill Road.....Winnetka 6-2875
Educational Series, Mrs. Philip T. Atwood, 44 Locust Road.....Winnetka 6-3476
Mrs. Franklin J. Lunding, 155 Linden Avenue..Winnetka 6-2348
Faculty Teas, Mrs. Harold E. Macdonald, 69 Lakewood Avenue.....Glencoe 2407
Faculty Teas, Mrs. Rudy L. Ruggles, 2743 Illinois Road.....Wilmette 3556
House, Mrs. Richard R. Donnelley, 607 Spruce Street.....Winnetka 6-4649
Library, Mrs. Milton S. Carstens, 127 Glenwood Avenue.....Glencoe 130
Lunch, Mrs. Michael Blecker, Jr., 1350 Astor Street, Chicago.....Dela. 7-1936
Lunch, Mrs. Austin T. Graves, 1255 Asbury Street.....Winnetka 6-4313
"Notes", Mrs. Artemas G. Pickard, 200 Lake Street.....Glencoe 378
Office, Mrs. Talcott Griswold, 101 Thorntree Lane.....Winnetka 6-3456
Publicity, Mrs. Rufus R. Jeffris, 44 Indian Hill Road.....Winnetka 6-2877
Steering, Mrs. Boyd N. Everett, 513 Walnut Street.....Winnetka 6-2230

GRADE CHAIRMEN 1951-1952

Junior Kindergarten, Mrs. George H. Hanford, 2310 Sherman Avenue....Da 8-3897
Senior Kindergarten
First Grade, Mrs. Theo Donaldson, 110 Linden Avenue.....Glencoe 2343
Second Grade, Mrs. Nathaniel S. French, 882 Oak Street.....Winnetka 6-2958
Third Grade, Mrs. Laurence E. Gegner, 804 Judson, H.P.....Hi. 2-2938
Fourth Grade, Mrs. Elmer H. Wavering, Ridgewood Lane, N.,....Glenview 4-1184
Fifth Grade, Mrs. Leonard B. Gilbert, 2708 Simpson Street.....Greenleaf 5-1854
Sixth Grade, Mrs. James M. Royer, 66 Woodley Road.....Winnetka 6-2275
Seventh Grade, Mrs. J. Knight Willy, 155 Spring Lane.....Winnetka 6-0668
Eighth Grade, Mrs. Roy Belnap, 2241 Winnetka Ave.....Glenview 4-0205
Ninth Grade, Mrs. W. D. Mackenzie, 1140 Oakley.....Winnetka 6-0197
Tenth Grade, Mrs. Peter D. Ridenour, II, 2039 Orrington Ave.....Davis 8-3854
Eleventh Grade, Mrs. Raymond Olson, 605 Valley Road.....Glencoe 1950
Twelfth Grade, Mrs. Denison B. Hull, 115 DeWindt Road.....Winnetka 6-3155
Twelfth Grade, Mr. Stuart H. Otis, Mary's Road.....Libertyville 8-1884

STEERING ADVISORS

Upper School, Mrs. W. Lindsay Suter, 329 Locust Road.....Winnetka 6-1444
Middle School, Mrs. Rudy Ruggles, 2743 Illinois Road.....Wilmette 3556
Lower School, Mrs. R. A. Masessa, 1117 Michigan.....Wilmette 1178

COMMITTEE CHAIRMEN, LUNCH ROOM

Monday's, Mrs. Guy A. Osborn, 1180 Hill Road.....Winnetka 6-0224
Tuesday's, Mrs. Richard W. Simmons, 137 Chestnut Street.....Winnetka 6-4480
Wednesday's, Mrs. Will C. Grant, 165 Thorntree Lane.....Winnetka 6-1116
Thursday's, Mrs. Samuel A. Wallace, 1223 Grove Street.....Greenleaf 5-7811
Friday's, Mrs. Lawrence H. Selz, 1707 Clavey Road.....Highland Park 2-0763

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV November, 1951 Number 2

HOMEWORK AND THE HOME

After the vigor and stimulation of the summer holidays, the children usually return to school filled with health, energy, and an eagerness to achieve progress. They are ready to get their teeth into real work more vigorously than at any other time of the year. Our faculty realizes this and tries to satisfy this feeling by plunging at once into full-time assignments, without a gradual warming-up process. We have found this policy to be both satisfactory and successful.

After the first three or four weeks, however, the students' eagerness and energy seem to diminish somewhat. They become involved in many extra-curricular interests and no longer find it easy to put their studies first. The new pace — and each succeeding grade will naturally require a higher pace — which they accepted so readily at first now seems to be quite difficult to maintain. They look around for ways of escape, often quite unconsciously, and find that there are many — especially since there is not always close collaboration between the home and the school. Here they discover a most vulnerable spot in the home's and school's armor.

The underlying principle of a country day school is that a home is necessary to the fullest education of a growing boy or girl, especially during the periods of puberty and adolescence. Nothing else can so completely meet their growing needs at that time. The school, as has been more generally recognized, is also needed. Neither can complete the child's education fully without the other. Certainly they cannot do their best work unless they do more than coexist in the same neighborhood. There must be a real understanding as to aims and methods or the children will fall between two stools, and be harmed rather than benefited by the situation.

In the matter of homework this is particularly obvious. Children are quick to play the home against the school and the school against the home, if they are given the chance. That is only natural. They are quick to recognize that they have a powerful weapon in the parents' desire to have the child succeed, and also in the strong paternal instinct to protect one's offspring from distress or discomfort. They know that few parents can resist the appeal on the part of the child to be allowed "to study just a little longer", or to telephone a friend "just to find out what the lesson assignment is". It is an almost irresistible argument. So what

could be simpler than to allow one's attention to wander in class when the assignment is given out, or to read a mystery story during study period when one can always stretch the time of going to bed with such virtuous reasonableness?

Often as not, however, the assignment was not only announced clearly in class, but also it was written out on the blackboard. When parents then allow the children to telephone each other, they are, in effect, contributing to the formation of a habit of inattention and lack of concentration. Would it not be far wiser in the end if the child were allowed to go to school with the lesson unprepared and suffer the consequences, if thereby he or she learned to pay attention the next time?

But what then about "helping" to do the child's homework? Again the child is attacking one of the softest spots in the parent's defenses — personal pride in his own ability with a desire to demonstrate it to his child, and a natural desire to help his own child to excel in competition with the others.

Here too we parents must be on our guard, or we will interfere with the child's progress rather than aid it. We must fix our attention on the ultimate objective rather than on present apparent success. What we really want is not a successful recitation tomorrow, or even less the completion of this assignment tonight, but rather that the child should be able to do his lessons alone, without help and especially without adult prodding. Often the best way to achieve the latter aim may be for the child to make his own mistakes and then learn from them by straightening them out later with the teacher at school.

Many children, and even parents, seem to have a fixed idea that homework completed correctly counts in the child's grade for the course. It is true that in some schools homework is scored and averaged into the final mark. This seems to me a most shortsighted policy, for the whole purpose of assigned homework is not to see to it that a certain quantity of work is completed, but rather to assist the pupil to learn something himself. The test of whether he has learned it is not whether he has completed his assignments at home, but rather whether he can perform the new operation in class. Therefore he will be marked on the latter, but not on the former. It is like practicing drop-kicks before a football game. Drop-kicks score only when they are completed in the stress of the game. It is there that the practice pays off.

Should one then refuse to help a child with his homework at all? No, not quite that. I would do my best to encourage him, particularly, to believe that he can do his own work himself if he keeps at it hard enough and long enough. I would try to untangle any misconceptions or misunderstandings he might have as to what the problem or question assigned was about, but I would not try to teach him myself, even if the field were one with which I was familiar. The emotional tie between parents and children is so delicately balanced that it becomes a very definite obstacle to good teaching — just as it so often is between husbands and wives when one tries to teach the other how to drive the car.

The parents in a country day school are in effect the faculty in charge of home dormitories. Their job is to see that the children have as suitable conditions as possible for studying. These would seem to me to include: a room with proper light, desk, and chair (too comfortable a chair may interfere with good study attention); freedom from interruptions and distraction, which includes no telephone or radio or television during study time; a regular study time definitely agreed on and adhered to; and finally a clearly fixed bedtime which should be inviolate. Nothing hinders the formation of the habit of concentration in study more than the knowledge that the study period may be stretched or extended at the student's will, or that it may be interrupted.

If we as parents can provide these conditions we will have aided our children's education far more than if we try to apply direct aid. We must constantly remind ourselves that our objective as parents and as teachers is to do such good work that we become unnecessary to our children. When we achieve that we will have succeeded admirably in our job as parents.

PERRY DUNLAP SMITH

FIELD HOCKEY

The girl's field hockey team was a little late in starting their games this fall, due to difficulty in scheduling games with other schools.

The squad of twenty-seven girls has been working hard and hopes for a good season, in spite of the fact that only four girls from last year's first team returned this year. The eight game schedule is as follows:

Oct. 11 — Ferry Hall	3:15 away
Oct. 13 — Kemper Hall	10:00 home
Oct. 22 — Faulkner	2:45 home
Oct. 27 — Milwaukee University	10:00 away
Nov. 1 — Francis Parker	3:30 home
Nov. 3 — Milwaukee Downer	10:00 home
Nov. 6 — Roycemore	3:30 home
Nov. 9 — Girl's Latin	3:15 home

MARJORIE SHALLOW

CAN YOU ASSIST?

If anyone has a phonograph or phonograph-radio combination that is not being used the Lower School would appreciate having it for the music classes.

The Junior Kindergarten children would like to have more baby dolls to play with at school. Please let us have any dolls which may have been discarded for new ones.

IMPORTANT NOTICE

For your information and convenience during the year will you please complete the lists published in October, 1951, "Notes" by adding to "STANDING COMMITTEE CHAIRMEN":

Costume, Mrs. George C. Reeves, 176 Roger Williams, H. P.....Hi 2-3892

Costume, Mrs. H. D. McGowan, 1024 Golfview Road, Glenview.....Gl. 4-2196

to "GRADE CHAIRMEN":

Sr. Kindergarten, Mrs. Lester Abelson, 75 Maple Hill Road.....Glencoe 1476

NOVEMBER CALENDAR

Thursday, Nov. 1 — Field Hockey — Francis Parker.....3:30 p.m. home

Saturday, Nov. 3 — Field Hockey — Milwaukee Downer.....10:00 a.m. away

Saturday, Nov. 3 — Football — Detroit Country Day School....10:00 a.m. away

Monday, Nov. 5 — FACULTY TEA — Art Library.....3:30 p.m.
6th, 7th and 8th Grades

Tuesday, Nov. 6 — Field Hockey — Roycemore.....3:30 p.m. home

Tuesday, Nov. 6 — PARENTS MEETING (Third grade) at home of:

Dr. and Mrs. Laurence E. Gegner, 804 Judson Street, Highland Park 8:00 p.m.

Wednesday, Nov. 7 — PARENTS MEETING (Sixth grade) at home of:

Mr. and Mrs. Charles A. Mortimer, 36 Woodley Road, Winnetka 8:00 p.m.

Friday, Nov. 9 — Field Hockey —Girl's Latin.....3:15 p.m. home

Saturday, Nov. 10 — Football — Elgin Academy.....2:00 p.m. away

Saturday, Nov. 10 — Square Dance — Girl's Gym.....7:30 p.m.

Monday, Nov. 12 — FACULTY TEA — Art Library.....3:30 p.m.
9th and 10th Grades

Monday, Nov. 12 — PARENTS MEETING (Eleventh grade) at the home of:

Mr. and Mrs. Raymond Olson, 605 Valley Road, Glencoe 8:00 p.m.

Tuesday, Nov. 13 — PARENTS MEETING (Jr. Kindergarten) at the home of:

Mr. and Mrs. Talcott Griswold, 101 Thorntree Lane, Winnetka 8:00 p.m.

Friday, Nov. 16 — VAUDEVILLE — Auditorium.....8:15 p.m.

Monday, Nov. 19 — EDUCATIONAL SERIES — Auditorium.....10:45 a.m.

Karl Robinson — "Japan Journey" (Documentary Color Film of Post-War Japan)

Thursday, Nov. 22 and Friday, Nov. 23

THANKSGIVING HOLIDAY

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV December, 1951 Number 3

THE COLLEGE BOARD DISCOVERS THE FAMILY

An added responsibility which I have accepted this year has been that of representing the Private Schools Association of the Central States at the various meetings of the College Entrance Examination Board. This is a pleasure and honor as well as a responsibility, for the group includes all the deans of admission of the highest standing colleges of the country as well as the other schoolmasters who have been chosen to represent the various educational associations which have been admitted to membership in the College Entrance Board.

I have just returned from attending the first meeting of the Board which was held as usual in New York City. The experience was both stimulating and delightful, but beyond that, very gratifying to me in their change of attitude toward the problems of college entrance which I found clearly indicated.

As the older members of our school family will remember, our school for years vigorously opposed the old attitude of the College Board and the colleges and prep-schools which dominated it, that the best and only acceptable criterion for a student's fitness to enter college was the score he made on the subject matter examinations written and given by the College Board. We maintained not only that the scores on these examinations were subject to artificial inflation by tutoring and cramming, but also that the examinations themselves were poorly written and emphasized mere memorization rather than the powers of thinking, judgment, and true mastery of the subjects. There were not more than a half-dozen schools in the early twenties that joined with us in this protest, but they and we stuck to our guns.

Finally after many years of continuing to try to teach children to master a subject first, rather than place the greatest emphasis on cramming for the exams, we were able to show enough evidence in the success of our students in college as compared to those from the other type of school, to make the college deans consider whether or not we had a point. We had found time to teach all our pupils in the cultural fields of art, music, and dramatics which were not laid down in the college entrance requirements, and to prepare them to pass the Board Examinations as well. Finally, the now famous Eight Year Study was set up by the colleges to examine the question, and we were among the first group of six schools selected to take part in it.

This study, financed by the General Education Board and by the Carnegie Corporation, made a scientific comparison of several thousand graduates of both types of preparatory schools on the basis of the success they had in college both in academic fields and in their extra-curricular activities. The result was that the colleges began to modify their attitude toward the whole problem of selecting from their candidates for admission the ones whom they regarded as able to benefit from what the

college had to give. Instead of looking at the marks on one type of examination they began to write new types of tests covering not only subject matter fields but also aptitudes. Moreover, they began to require the schools to submit records showing attitudes and interests and many other factors for which no tests had been devised.

I had not had much contact with the formation of policy of the Board since that time. I had known that they were moving in our direction in their thinking, but I was not prepared for the speed and enthusiasm which I found this movement was generating at the meeting I attended last week.

There were four principal topics under consideration. The first was the new type of examination called "The General Composition Test", which I had known about because our juniors and seniors had been used as testers of it for two years past and Mr. Herbert Smith of the Francis Parker School was one of its originators. Hence our English Department has been participating in the experiment. That it is designed to test much more than the pupils' knowledge of the subject of English is evidenced by its requiring essays based on an acquaintance with many subjects such as Science, History, and even the Arts. But the most surprising fact to me was that those who corrected the pupils' theme were instructed to grade "not the theme, but the writer of the theme", which is certainly placing the emphasis in a new and more vital place, i.e., the individual pupil's potential personality.

I wish there were space here to describe this experiment more fully. It is far from finished and even if successful could not go into effect for four or five more years; but it indicates the awareness of the Board for the need of constant revision of its methods and its desire to improve the validity of its judgments.

The second discussion was on the change of tests in Science from the present type which emphasizes subject matter to a new type of emphasis which was described as "literacy in science" in the environment of the pupil, or "to apply scientific methods successfully to the problems at hand".

The third topic had to do with increasing the tests for aptitudes, which are now even more highly regarded as predictions of college success than the achievement tests in the various subject matter fields, from dealing with two aptitudes — mathematical and verbal — as at present to five aptitudes, so that a college can select more accurately pupils with those combinations of different aptitudes which it is best able to serve. Also in this field the examiners are doing their utmost to devise a type of question which will not be influenced by tutoring or cramming.

But the most interesting of all to me was the discussion led by Professor Gilmore of M. I. T. on the results they have achieved there in trying to find the cause for the failure of a considerable number of their students each year whose scores and records on entrance are among the top of the class admitted, but who do not seem able to meet the standards required in college. They searched in vain for almost two years to find a factor common to these promising students who failed which could distinguish them from their classmates who succeeded. They finally found a common factor. It was what they described as "motive", but in their definition it seemed to include initiative, purpose, and interest. They devised various interesting tests for determining the presence of this apparently intangible quality, and then went on to try to discover the cause for its lack in those who failed. The process was most interesting but the conclusion they reached in the end was that these students all had acquired, at an early stage of their home life, an unfortunate attitude toward their parents — usually feeling that so much had been expected of them, such impossible goals had been held before them, that they

despaired of ever achieving them and hence had compromised with life by losing interest, initiative, and purpose. It was almost as if they had said to themselves, "If my parents care so much about perfection, and it seems so impossible to me, let my parents supply the motive and purpose." Then when they reached college and the parents could not dominate them so completely, they were without sufficient power to carry on.

The interest of the other colleges in these findings was great for they all have been worried by the fact that they too lose many obviously able and well equipped students who on admission had seemed to give great promise. If they can detect this type of student before he reaches college and help him to overcome his handicap, he would then be spared the humiliation of flunking out and would probably be able to succeed later. At least that is what the College Board seems to hope to do before long. Perhaps the schools too may be able to help in correcting this type of situation. Certainly it tends to confirm the conviction which has so long been one of the guiding principles of our school that the family is vital in a child's education and throughout his life.

PERRY DUNLAP SMITH

1951 FOOTBALL SEASON

Another football season. has come to an end at North Shore, and we are all well pleased with the final results which gave the team six victories to two losses.

We opened the season with a 7-0 win over Francis Parker in spite of having underestimated their strength, which has become more evident as the season advanced and they now lead the league in the private school conference. Our next game was against Glenwood School for Boys at Glenwood. The week before we had seen Glenwood outplay Lake Forest, only to lose 6-3 in the final minutes. We, therefore, expected a really tough game but our team surprised us by playing a perfect game, to win 18-0. Rufus Jeffris scored all three touchdowns and Mike Wallace intercepted four of Glenwood's six attempted passes.

On Saturday, October 6th, we met Milwaukee University School on our field. Again our boys played an excellent game, to win 25-0. Milwaukee previously ha(tied Lake Forest 13-13, so we began to believe we had a real powerhouse. Milwaukee's offense, however, was greatly hindered by an injury to their first string quarterback early in the game.

On October 13th we journeyed to Lake Geneva, Wisconsin, to play Northwestern Military and Naval Academy. In spite of some pretty ragged play on our team's part we won 25-0, with every boy on the squad taking part in the game.

We met Lake Forest Academy on October 20th, their Homecoming game, and their team was really up for the game. Our boys were up, too, had a few mental lapses on both offense and defense, and Lake Forest won a 13-7 victory because of our mistakes.

The week end of October 27th found us playing St.Louis Country Day School on our field. It was a wonderful game to watch, with some beautiful long passes, long runs, deceptive plays, and good blocking and tackling. Our boys played hard and well but could not cope with the tremendous speed and deception of St.Louis, and lost 20-13.

On November 3rd, we traveled to Detroit to play the previously undefeated Detroit University School team. In addition to their unblemished record they pre-

sented us with snow and a 16 degree temperature. Our boys didn't seem to mind the elements and played one of their best games of the year, to win 9-6. The highlight of the game came in the final minutes when Ray MacDonald kicked a field goal to break the tie and give us victory. Our lads were a mighty happy group journeying back to Winnetka.

Our final game of the season was against Elgin Academy on their field. Everything worked well for us and our boys overwhelmed them with a 50-0 score. We used thirty-one boys in the game, which is pretty wonderful when you consider that we have only sixty boys in the High School.

All in all, this has been a very enjoyable season, with team spirit and morale always at high level. The boys took victories and losses in stride, and kept a steady pace on the practice field. This squad took on the good things that football has to offer and it should prove to be an assist in their process of growing up. We are hopeful that future seasons can be as successful as this one has been.

MARTIN J. MCCARTY

A letter received at the school from Mr. George B. Caskey, Secy.-Supt. of the Winnetka Park District, relative to the use of the coasting mound lists the following Summary of Regulations suggested by the Central P.T.A. Safety Committee of the Winnetka Public Schools.

WINNETKA PARK DISTRICT
COASTING MOUND
Summary of Regulations

1. Hours - 9:00 a.m. to 10:00 p.m. when open for coasting. No coasting when gates are closed and "CLOSED" signs posted, or attendant not on duty.
2. Coasting or tobogganing permitted ONLY on NORTH slope, except that children UNDER 10 YEARS OF AGE may coast on the EAST coasting slope. Do not coast on ramp or path.
3. Coasting or tobogganing in a standing position or facing backwards not permitted.
4. Riding bicycles, coaster wagons or any other vehicle on slope, or wearing skates at mound, is not permitted at ANY TIME.
5. No dogs allowed on mound when in operation.
6. Do not loiter at end of coasting run; — get over to ramp out of the way of others.
7. Look before you start to coast; — make sure the run is clear. Coast in NORTHERLY direction only. Do not cut across the slope.
8. When using the mound in the evening contact the rink attendant at the skating shelter before going to the mound, particularly if the lights are out.
9. Heed the instructions of the attendant at all times.

THE OPERATION OF THE COASTING MOUND IS CONTROLLED BY PARK DISTRICT ORDINANCE. VIOLATORS MAY BE FINED.

We are confident our North Shore Country Day School parents will want to cooperate and instruct their children to follow these suggestions so they may safely enjoy this excellent winter sport.

MIDDLE SCHOOL DOINGS

The Middle School girls were hosts to girls from the Keith Country Day School on October 24th. The young guests, accompanied by twelve mothers, lunched at North Shore and attended two classes before the Hockey Game. Refreshments, arranged by our girls, were served after the game. Everyone had a good time. The mothers from Keith, who were met and entertained by our Middle School mothers, were very favorably impressed by our Parents' Association and its participation in school life.

TIMOTHY RHODES

MIDDLE SCHOOL TOY SHOP

Monday, December 17th, will be Toy-Shop evening for Middle School. These occasions always present pleasant opportunities for children and their parents to work together, and serve to round out the "giving" side of Christmas. To make the giving more real and more personal this year, we shall try to establish contact with the recipients, finding out in advance what sort of present they would like best, and, where possible, have at least some of the giving done personally.

TIMOTHY RHODES

LOWER SCHOOL TOY SHOP

This year, Toy Shop in the Lower School will be handled by individual grades, with each grade planning its own project, and setting its own date. Part of the work will be done by the children in their classes. In some cases, the work may be completed in the afternoon or evening with parents participating. Grade Chairmen are requested to work out with the grade teachers the parent-children activity in connection with the grade project.

NED MORNINGSTAR

CHRISTMAS PLAY

Once more our week of Christmas ceremonies will close with a dramatization based upon the timeless story of the Nativity. The play will be presented by the boys and girls of the Ninth Grade, each one of whom will have some share in its production. They will have become familiar with the Biblical material associated with the story, which, aside from any religious significance, is matchless for its beauty and literary quality. They will learn, too, of the ways in which this material was presented to the people, culminating in the medieval mystery plays.

The dramatization which we hope to present this year, adapted from a radio script whitten by Stephen Vincent Benet, has the simplicity and directness of the medieval drama, but with rich poetic values and implications which we recognize as forces alive today.

The Christmas music, the tableaux presenting the Nativity as interpreted by great artists, and the Bible story from St. Matthew and St. Luke told by children from the Lower School, will have done their share in helping the Ninth Grade class to both enter into the mood of their play, and to share with you the true spirit of Christmas.

JULIA E. GILBERT

DECEMBER CALENDAR

NOTE: December is a particularly busy month at school, with every department making some contribution to special programs relative to the Xmas celebration. Additional listings for Lower School events will be included in this calendar if dates are set in time.

Saturday, Dec. 1 Basketball — Wayland Academy.....2:00 p.m. here

Monday, Dec. 3 — Faculty Tea, Walling Hall.....3:30 p.m.
2nd, 3rd, 4th and 5th Grades

Friday, Dec. 7 — Square Dance, 7th Grade, Girls Gym.....7:30 - 9:30 p.m.

Saturday, Dec. 8 — Basketball, Milwaukee Un. School.....2:00 p.m. here

Saturday, Dec. 8 — Square Dance, 11th Grade Girls, Girls Gym.....7:30 p.m.

Tuesday, Dec. 11 — Basketball, Wheaton Academy.....3:00 p.m. there

Wednesday, Dec. 12 — Xmas Meeting and Supper, 5th Grade

Friday, Dec. 14 — Xmas Tableaux, Auditorium.....10:35 a.m.
Presented by Upper School Art and Music Dept.

Friday, Dec. 14 — Basketball, Glenwood S. for boys.....7:00 p.m. there

Monday, Dec. 17 — Xmas Music, Auditorium.....10:35 a.m.

Monday, Dec. 17 — TOY SHOP, Middle School.....7:30 p.m.

Tuesday, Dec. 18 — Xmas Reading, Auditorium.....10:35 a.m.
The Headmaster, Mr. Perry Dunlap Smith

Wednesday, Dec. 19—Santa Claus Party, Boy's Gym.....10:35 a.m.
For the entire school (Lower School pupils will be dismissed at 11:30)

Thursday, Dec. 20 — Xmas Play, Auditorium.....4:00 p.m.
Presented by 9th Grade pupils.

(Seats reserved for 9th grade parents until 3:55 p.m. No classes for Lower School on this day. Pupils, grades 1 through 5, will report to grade room teachers at 3:30 p.m. and sit with their own grade group for the play. Regular school day for Middle and Upper School pupils. ALL BOYS REQUESTED TO WEAR COATS AND NECKTIES.)

XMAS VACATION — Friday, Dec. 21st through Monday, Jan. 8th.

SCHOOL REOPENS — Tuesday, Jan. 9, 1952

*****A very cordial invitation is extended to all parents to attend the Xmas Tableaux, Xmas Music, Xmas Reading and Xmas play programs. Each is an outstanding event in the school year.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV January, 1952 Number 4

"ACADEMIC INTEGRITY"

In his address at the Alumni Dinner celebrating the 250th Anniversary of Yale University, Mr. Irving S. Olds, Chairman of the Board of the United States Steel Corporation, pointed out most clearly the relation which he believes exists between free enterprise and independent education. The U. S. Steel Corporation thought so well of this speech that they have sent reprints to all their stockholders.

As he put it, "Freedom of Education and Freedom of Enterprise are part and parcel of the same thing — they are inseparable — and neither can survive without the other". This is a principle to which our school has long been dedicated, but it has not, as one of our Board members put it, yet percolated down to the consciousness of nearly enough people.

It is most heartening, therefore, to have a man of such outstanding stature and leadership in the field of American Industry, state the case as clearly and vigorously as he did in the speech at Yale. He further reminded us that in America there were more educational institutions completely independent of the state in their origins and support, as well as independent of its control, than in any other country in the world. He felt that this condition "would never have been possible under any form of statism" and "exist(s) in this country only because we have had here a system of capitalism and free enterprise".

He continues as follows: "Abroad — in countries where education is wholly dominated by the state — we have seen ruthless and ambitious men subvert the youthful minds of an entire nation to the barbarities of Fascism or to the corkscrew convolutions of a crooked party line", but here in America, he points out, we have jealously guarded the tax supported educational institutions, controlled as they are by state and local governmental agencies, against any form of thought control or loss of academic independence. "And we recognize", he says, "that their best assurance of continued independence lies in the preservation of a strong, healthy, vigorous, and competing system of private education, privately endowed. To preserve that system of private education is, I think, a fundamental responsibility of private enterprise; and to preserve our democratic system of freedom and opportunity is, I believe, the compelling responsibility of our private universities". To these, I am sure, Mr. Olds would be willing to add the private schools, for, surely, we too share in that responsibility.

I venture to quote at such length from this address because I believe Mr. Olds' ideas and opinions on this subject will be of great interest to our group and because he has expressed these ideas so clearly and forcefully.

He has also, in discussing the problem of academic freedom, coined a new phrase which seems to me is not only apt but also emphasizes an essential factor in academic freedom which is sometimes overlooked. His phrase is "Academic Integrity". For, as he puts it, "no honest devotee of Academic Freedom will ever seek to destroy our faith in the American system of incentive and free opportunity". There is a responsibility both upon the faculties of our schools and colleges and upon those who support and control these institutions of freedom to be sure that the freedom we cherish is truly free and the opportunities equal.

Our right to free speech does not include the right to scream "Fire" in a crowded theatre — all freedoms must have recognized checks and limitations or else they become license. Mr. Olds defines "Academic Integrity" as "the determination of the consecrated scholar to lay aside all personal prejudice, to renounce the dictates and pre-conceived conclusions of any ideology, and to search, with all the selfless devotion of a Galahad, for the precious Grail of Truth". Certainly this ideal is almost axiomatic.

In our present state of anxiety and confusion, which is almost inevitable during rapid change in a social order, it is not surprising that many demands should be voiced which under the guise of security for the State actually strike at the very freedoms on which the American way of life is founded. Many well meaning but frightened patriots fear that our schools and colleges cannot be trusted with Academic Freedom. Certainly an institution which lacks Academic Integrity cannot. But much of this difficulty and dilemma could be resolved, if those who so seriously doubt the ability of our school and college teachers to be trusted with the right to think through the problems of their own fields independently and fearlessly, could realize the great change that has come in the last school generation in the attitude of the better teachers toward their classes. They are no longer concerned with trying to impose their own ideas upon their pupils, but rather primarily to teach their pupils how to think clearly and to reach rational conclusions from the evidence they learn to collect. Thus the three R's and other skills are more important than ever because they are tools by means of which evidence is obtained and evaluated but the central fixed ambition of every good teacher is to see to it that his pupils shall learn to think for themselves. This attitude is very much a matter of what is called professional ethics. It is certainly an example of what Mr. Olds calls Academic Integrity. It has been and remains one of the outstanding guiding principles of our school, and because both parents and teachers have held to it steadfastly it has helped to make the school what it is today.

PERRY DUNIAP SMITH

JANUARY 1952

Tuesday, January 8 — School Opens

Wednesday, January 9 — Basketball Game — Francis Parker there 4:00 P.M.

Saturday, January 12 — Basketball Game — Glenwood here 2:00 P.M.

Monday, January 14 — Educational Series 10:45 A.M.
The Laubins — Indian Dances

Wednesday, January 16 — Basketball Game — Lake Forest there 4:00 P.M.

Saturday, January 19 —
Boys Basketball Game — Milwaukee University School here 2:00 P.M.
Girls Basketball Game — Milwaukee University School here 10:00 A.M.

Tuesday, January 22 — Basketball Game — Wheaton here 4:00 P.M.

Saturday, January 26 —
Boys Basketball Game — Milwaukee Country Day here 1:30 P.M.
Girls Basketball Game — Latin here 10:00 A.M.

Monday, January 28 — Second Term Examinations

Tuesday, January 29 — Second Term Examinations
Basketball Game — Racine Lutheran here 4:00 P.M.

Wednesday, January 30 — Second Term Examinations

Thursday, January 31 — Second Term Examinations

NO DEFICIT, JUNE 30, 1952?

A friend of the North Shore Country Day School, who believes that the work the school is doing is of great importance nationally as well as locally, has made a contribution sufficient to wipe out the deficits which the school has experienced during the years ending June 30, 1950 and 1951, amounting to nearly $12,000.00. He has done this in the hope, and I believe in the expectation, that the parents of the children now in the school will work towards increased enrollment and give generously to the scholarship and educational fund so that the school can continue with its fine faculty and will have no deficit for the year ending June 30, 1952.

Let's not fail to meet this hope and expectation.

FOSTER HANAFORD
Chairman of the Finance Committee

MUSIC DEPARTMENT

There is a worn, thin row, about three feet long, of music reference books at school. If you have about the house, and not in use, music literature that would be of value to us, it would certainly be appreciated. We need books, perhaps old scores; text books, histories, biographies, appreciation, source books, stories of operas, etc.

FRANK N. PATTERSON

This fall the entire Eleventh Grade Drama class has had the experience of participating in the making of movies. Encyclopedia Brittannica Films, a commercial film company, used the boys and girls as extras and, in some cases, featured players, in a total of four films.

STUDENTS IN THE MOVIES

The first film, sponsored by the Sears Foundation, used six students in a study hall scene. The second film, about the workings of a model library, used ten students in a variety of roles. This film was in technicolor, and was filmed at the Wilmette Public Library. This film also used the entire Fifth grade in a scene in the childrens room of the library during story time. The third film, about reading techniques, also used a group of students in a study hall scene. In the fourth film, one of our Eleventh Grade girls took the part of a prize winning 4H club member.

With the aid of much involved scheduling on the part of the school and the film company the students were able to participate without losing too much class time from school. All the students had a chance to see the equipment and people involved in the making of a movie, and all involved and intricate planning, lighting and rehearsals that are necessary. For example, one scene that will last twenty seconds on the screen required over an hour's time in setting up, rehearsing and shooting, and used enough lights to light an entire city block.

I am happy to report that all the students were able to portray average High School students satisfactorily, and that no retakes were required in any of our scenes.

JOHN C. MARSH
Director of Music

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV February, 1952 Number 5

WHO SHALL DECIDE?

Even before the Christmas holidays had come to a close, applications for the admission of new students to our High School for next year began to come in. I do not remember that this has happened as early as this for many years past. I do not wish to give the impression that there were a large number for there have been only two or three; but what interested me most was that when I had a chance to interview the parents of these boys and girls, I seemed to find a similar factor present in so many of their problems that there appeared to be something of a trend in the situation. This I felt might be of interest to us all.

Almost all of the parents reported that their children were not seeming to benefit by their present schools, for they felt out of place and frustrated in their environments; and yet at the time of being graduated from grammer school the child himself had been allowed to choose the High School to which he was sent. In several cases, it appeared, the parents had felt that our school was more completely suited to the child's needs than the school he had selected, but the child was so insistent and had been so determined to go somewhere else that the parents gave in, feeling that it was not wise "to force a teen-aged child to go to a school against his will".

This has not been an uncommon situation during the last few years, as parents seem to have been willing to place more and more responsibility on their children for decisions of this kind; but I wonder if it is as wise or as fair as it seems. For strangely enough in some of the cases that have come to me this year the child has turned on his parents and said, "Why didn't you make me go where you knew it would be best for me even if I thought I wanted to go somewhere else!"

These are bitter words for a parent to hear especially after he has done his best to consider the child's best interests and wishes, and has striven conscientiously to convince him that the decision to go to a different type of school would not satisfy him in the long run. I wonder, however, if they are as unfair as they seem at first, for while it is certainly true that a child's wishes and inclinations should be carefully and fully considered and while I would also agree that the best results cannot be achieved if the parent does not obtain the child's acquiescence in choice of a school, yet in a matter of this kind, where the decision may prove to be of lasting importance I wonder whether the parent has the right to abdicate his responsibility and to place it upon the inexperienced shoulders of the young student.

It is not easy to decide in such matters, but the fact that so often the child himself turns upon his parent and blames him for not having stood by his more mature judgment indicates what the true situation is, namely that the child is not yet ready to accept so heavy a responsibility, and that if it is placed upon him, he will promptly reject it when it turns out adversely.

Actually a boy or girl just entering High School (as well as most of us even after we are considerably older than that) will have a difficult time understanding

what are the true motives which actuate a decision of this type. It is seldom easy to discern our real incentives even in simple situations in life, but in a very complex matter like the choice of a school or college, where there is always a very considerable emotional factor involved, it is almost impossible for a youngster to think the problem through clearly. Often, because he becomes confused and preplexed as to what is the best thing to do, he will hide his confusion (even from himself) by jumping to a decision and then hang on at all costs, hoping all the time that the parent will rescue him.

The motives which appeal to him most are often the rather superficial ones, such as running with the gang, or interest in the opposite sex, or a large swimming pool, or hope that one con escape hard academic work. Sometimes it is even a question of having heard a rumor of some kind.

Because these reasons are emotional rather than sound logic, the child tends to hide them, and may not even realize them himself, but a wise parent should be able to discover them if he is alert to their symptoms.

Of course, very wise parents will have previously built up a relationship between themselves and their child which will contain enough of trust and confidence to make it possible for the child to bring his doubts and fears to his parents and to talk them all out before he jumps to an irrevocable decision. The child's feelings should most certainly be a very large factor in arriving at a decision of this sort, but through all his deliberations he should realize that the final responsibility for the decision rests primarily with the parents until such time as the child himself has grown mature enough to be able to make not only the decision but also (and this is the real test) be able to accept the consequences of the decision as his own fault if it turns out to have been wrong. When, as so frequently has been the case, the child blames the parent, either consciously or unconsciously, for not having forced him to accept the parents' judgment, he is obviously not yet ready to be allowed to undertake such a heavy liability as the original decision.

It has been rather the tendency these days in our attempts to be fair to our children, and also because we parents are confused by the difficulties which face them and us in the midst of the rapid and drastic social changes that are taking place all around us, to solve some of these problems (or would it be more accurate to say avoid them?) by passing them on to the young people themselves. However, they seldom thank us for this afterwards, as the results are so often unsatisfactory.

Fortunately there seem to be many signs of late of a return of the former confident relations between parents and children that used to prevail and which brought about so many mutual benefits. Certainly a child's confidence in his parents is strengthened rather than weakened when he sees that the parent is ready to accept the final responsibility for the larger decisions of his life at the school age, but at the same time not only respects the child's ideas and wishes, but also allows and helps him to take a steadily increasing share in making these decisions until he is able to take over the full responsibility for his own life. As Emerson put it long ago in his essay on Education, "The secret of education lies in respecting the pupil....respect him to the end — but respect yourself also".

PERRY DUNLAP SMITH

SOCIAL STUDIES

Our proximity to Chicago is giving the 8th Grade Social Studies Class a chance to gain a first hand knowledge of some of the controversial issues being taken up. In the next few months the class expects to take three or four trips to

help them on the questions of labor-management relations, housing, and race relations.

In the past years, the parents who have driven the groups have felt that the trips were just as interesting to them as to the students.

ADULT READING GROUP

It has been announced that the Adult Developmental Reading Course will be offered again during the second half year on Tuesday evenings starting in February and running through May. The course is based primarily on the Harvard Reading Films, which were originally purchased for use with the high school junior and senior classes.

Last fall in response to the request of parents who had learned of the acquisition of the films the program was extended to include two classes running on consecutive nights for sixteen weeks. Each session lasts about one hour and a quarter. The last class of the fall sessions will meet February 4.

The fall sessions have met with marked success in their objectives. The average reading speed of the two groups has increased from 225 to 375 words per minute with three sessions to go. The 400 mark seems well within the realm of possibility. For those in regular attendance the range of improvement has been from a minimum of a 33% increase to a maximum of a threefold increase in reading speed.

In view of this successful experience the School has planned the spring session in response to the request of a number of parents and others in the community. The first session will meet on Tuesday evening, February 5 in the school auditorium. Mr. Gordon Browne, chairman of the Reading Committee and a member of the high school English department will again be in charge.

Through this program the School has been and can continue to be of service to the whole community. It is hoped that you will consider the program for yourself and will let your friends know of the opportunity that is available to them through it.

Detailed information concerning the course may be obtained by calling Mr. Browne,, Mr. French, or Mr. Hanford at the School.

HOLIDAY BASKETBALL

Basketball practices during the Christmas holidays were enlivened by the competition offered the varsity squad by graduates of the last three years. "Mac" has always contended that North Shore teams are made during this period—a fact that would not be so if it were not for the support of the alumni.

At the risk of omitting a few names because no formal records were kept, some of the participants might be mentioned. From last year's championship squad were Byron Campbell, John Chadwell, Bill Dawes, Paul Jeffris, Ray Olson, John Tucker, and Pete Wallace; from the class of 1949, Tim Rudolph; and from 1948, Tom Belshe, Al Bender, and John Roberts.

With all due respect to this year's squad it must be said that these alumni playing together provided the current quintet with far stiffer competition than they will receive anywhere else this season.

FEBRUARY CALENDAR

February 1	Basketball — Francis Parker	here 4:00 P.M.
February 2	Girl's Basketball — Faulkner	there 10:00 A.M.
February 6	Basketball — Lake Forest Academy	here 3:30 P.M.
February 9	Girl's Basketball — Milwaukee Downer	there 10:00 A.M.
February 9	Square Dance — 11th Grade Girls	Girl's Gym 7:30 - 10:00 P.M.
February 15	Girl's Basketball — Francis Parker	here 3:00 P.M.
February 16	Basketball — Racine Lutheran	there 7:00 P.M.
February 18	Educational Lecture Series — Col. Ben Limb	Auditorium 10:45 A.M.
February 21	Girl's Basketball — Kemper Hall	there 3:30 P.M.
February 22	Basketball — Elgin Academy	there 4:00 P.M.
February 23	Basketball — Milwaukee Country Day	there 1:30 P.M.
February 27	Basketball — Northwestern Military Academy	there 4:00 P.M.
February 28	Girl's Basketball — Ferry Hall	here 3:30 P.M.
February 29	Alumni Square Dance — Girl's Gym	
March 1	Basketball — Wayland Academy	there 1:00 P.M.
March 1	Girl's Basketball — Roycemore	here 10:00 A.M.
March 1	Square Dance — 11th Grade Girls — Girl's Gym	7:30 - 10:00 P.M.
March 3	Educational Lecture Series — Auditorium	10:45 A.M.

Miss Alice Parker Miss Grace Hoffman

JUNIOR READING CLASS TO BEGIN

One of North Shore's innovations of this year, about which much has already been heard, is the speed reading course. This course is built around films and printed materials developed at Harvard College for use with their freshmen. The course has been given at North Shore to three groups during the fall semester. There have been two evening adult groups, and all the seniors have taken it.

The present plan for the reading course is to offer it regularly to all juniors during the spring semester, and to give them a review of it during the second quarter of their senior year. It is generally felt that the materials of the course are too advanced for students below eleventh grade level, but there is also the desire to give the students as much time as possible to enjoy the benefits of the course before graduation. That is why the course has been placed in the eleventh grade year.

The present juniors will be the first group to go through the contemplated program of taking the course one year and reviewing it again the next. They will begin the course the first week of the new semester, which begins February 4th. The class will meet once a week for a double period during which time the group will practice reading the films and other materials and will receive instruction in the skills necessary for efficient reading.

The results achieved by the first three groups to take the course at North Shore indicate its potential value to the juniors. With several lessons still to go at the time of this writing, all three groups show an average rate increase of approximately one hundred fifty words per minute and a comprehension increase of about ten per cent. Such an improvement could constitute a major contribution to the academic status of any junior.

GORDON M. BROWNE, JR.
Director of the Reading Program

Mr. and Mrs. William R. Kluge need an unfurnished house or apartment by March 1st. Please call Winnetka 6-1000 or 6-0674.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV March, 1952 Number 6

TEACHING STUDY HABITS

Longer ago than I like to remember I attended the summer session of Teachers College at Columbia University. One of the courses in which I enrolled was entitled "Teaching How to Study" and was given by one of the greatest teachers under whom I have ever had the privilege of working, Professor Fank McMurray. There were several hundred teachers in the course, many of them superintendents and state commissioners, for the interest in the problem of how to study was as great then as it is now and this was the first course, I believe, which actually attempted to study the problem as a problem.

Up to that time, nearly every parent and teacher was vociferous in his demands that the pupil should "learn good study habits", but almost no parent or teacher had a clear idea of what that actually meant, and certainly had even less idea of how to teach such habits other than to demand them from the student as vehemently as possible and to punish him severely if he failed to learn.

Professor McMurray had made the startling discovery that there was virtually nothing in print on the subject. Apparenty no one had attempted to think the problem through, for people took it for granted that there really was no problem. It was assumed that if a student wanted to study all he had to do was to go ahead and study; there was no trick to it — will power was all that was needed.

It was very surprising, therefore, to discover that studying was not so simple a matter. In the first place there were different kinds of studying. One could not attack a lesson in algebra in the same way one could work on a history assignment, while a translation of Latin required a distinctly different approach. Each subject, in fact, has its own peculiar method of attack and needs to be taught in its own way. When the student realizes this, it often helps him greatly.

Most people we found, including, I am sorry to say, many in the teaching profession, seemed to assume that "studying" was practically synonymous with "memorizing". When told to study a lesson the child would read it over and over until he had it almost by heart, frequently without attempting to do any thinking about it at all. Actually, however, it would appear that "studying" should be much more nearly synonymous with "thinking", so that when a pupil sits down to study his lesson he attempts to "think it through" or "think about" it until he sees it in its organization or its relationships to its various parts and also to those lessons that he has learned before and therefore makes it a part of what he has learned, so that it will be ready for use when necessary.

This is not to say that memorizing is not a part of studying. It certainly is, and a very important part; but it is not the whole nor even the most important part of the process.

Actually, true studying arises when there is some sort of need felt by the person who is to study. He is faced with a problem, a need, or a condition which is not satisfactory to him, and he undertakes to "study" this problem with the idea of working out some sort of solution which will satisfy the needs of the situation.

This is the ideal condition for good studying — and the stronger the need is felt the better the studying becomes.

The need may be merely to satisfy the teacher or the parent that the child is doing his duty by reading the lesson, or it may be that the teacher has been skillful enough to make the child actually anxious to understand the lesson for the satisfaction that comes from working through a hard problem, or in older children it may be the more remote need of meeting college entrance requirements. In some cases the student can actually realize the connection between the problem to be solved or the question to be answered and his own future ambition or interests. In any case, the more real and personal the felt need the better will be the type of studying produced. Teachers can therefore help greatly by the way in which the lessons are assigned. Merely to say "study the next ten pages in your text and have it learned by tomorrow" is to invite mere unthinking memorization and would seem to be actually interfering with the learning of good study habits. But to assign the same lesson by first inducing some interest in the subject matter of "the next ten pages" and if possible showing some connection between understanding it and the student's being able to function more easily or happily in his present life, and then perhaps assigning the lesson, not as a number of pages in a text, but rather as a question or problem the answer to which might be found by understanding the information to be elicited from a true study of the next ten pages would produce a far more valuable result.

For study habits are subject to the laws of habit, and these are now pretty well known. If a boy or girl forms the habit of merely memorizing the lesson, or merely pleasing the teacher, they will be forming, if they work hard, study habits, it is true, but certainly not the best and also decidedly not the most efficient. If, on the other hand, they form the habit of wanting to *understand* what the real problem is, before they begin to study, and even if the teacher does not supply it, habitually to ask themselves or formulate in their own minds the questions which they themselves expect to answer by their thinking through the assignment before them, I believe they will form better and more efficient habits of studying which will allow them to get more done, and much better done, in less time. In these days when the field of knowledge is increasing by leaps and bounds, the consequent increase in the requirements of the colleges for preparation for admission makes this matter of saving time by better study methods very vital.

Of course, those students who learn how to interest themselves in each subject and those teachers who have the skill to help each student to become interested in the field they are studying are able to produce the most efficient study methods. But even where there is little actual interest, which is apt to happen even in very able pupils, there is much that can be done if the pupil realizes the necessity.

There is one place, however, where the parent can make a great contribution to the forming of efficient study habits in his child. That is in the matter of setting up good conditions for study at home and seeing to it that these are enforced. These would include a room with good lighting and suitable furniture, which means a desk and chair of the right height and size, with not too luxurious over-stuffed cushions. There should be a minimum of distractions such as radio, television, or comic magazines. There should be regular study hours, adhered to strictly, so that the laws of habit may function. I would allow no telephoning during the agreed hours for study; if the homework assignments have been forgotten, it is better for the student to take the consequences, unpleasant as they may be, so that he will better remember to bring home the assignments next time as a result. Again the formation of an efficient habit.

Above all there should be an inflexible bed-time hour. At least no studying should be allowed after a mutually agreed upon time. There is nothing that makes for a habit of studying inefficiently more than the knowledge that there is an

elastic bed-time hour. And conversely, I have seen the most remarkable improvement in a student's thoroughness and speed in studying when he knew that a time limit was set and would be enforced. It is only natural for a child to wish to stay up late. He instinctively uses any weapon he can to achieve that result and what more effective weapon is there than to impress his parents with his gratifying interest in working on his lessons until they are thoroughly done! It is an almost invincible argument, but those parents who are far-sighted and have their children's best interests at heart manage to remain unimpressed by this appeal, especially after 10:00 p.m.

It is not easy, I know, but I have seen it work wonders. I urge any doubting parents to give it a fair trial for at least six weeks. You may be amazed at the results.

PERRY DUNLAP SMITH

THIS YEAR'S OPERA — "THE PIRATES OF PENZANCE"

On Thursday afternoon, March 27, and Friday and Saturday evenings, March 28 and 29, the students of the Upper School will present Gilbert and Sullivan's ever-popular "The Pirates of Penzance".

This year's opera will truly be an all-school function as every high school student and faculty member has been awarded responsibility in connection with some phase of the production. To provide a variety of opportunities and distribute equitably the many responsibilities, the organizational scheme has been reduced to what Mr. Taylor, head of the mathematics department and an adviser to the business staff, might term its prime factors.

As one might expect, Messers Marsh and Patterson will direct the on-stage phases of the production, with Mr. Patterson directing the music and Mr. Marsh having responsibility for the dramatic action. Working with them, of course, will be the members of the all-student cast.

Committees contributing directly to the staged production will work on scenic design, scenery building, costumes and make-up. Each committee is headed by a member of the senior class and has two or more faculty advisers. Sue Goodman is chairman of the design group, which has as its faculty advisors Mrs. Holland and Miss Wied. Jim Loewenberg heads the scenery building and stage crew outfit working with Mr. Reidy and Mr. Talley. Mrs. Harridge and Miss Lennards will advise the student costume committee consisting of Diana Patrick, Ellen Reeves, and Sylvia Hiller, and work with Mrs. George Reeves and Mrs. H. D. McGowan, co-chairmen of the Parents' Association's costume committee. As usual, the freshmen girls will have responsibility for the make-up, this year with an assist from Miss Kutten, Dr. Landau, and Madame Valvo.

Not directly concerned with the staging of "The Pirates of Penzance" but equally important in the final scheme of things are the business and publicity committees. Tim Clark, "Purple and White" editor and a senior with a great deal of business management experience in student affiairs, heads the business committee with Messers. Browne and Taylor as faculty advisers. Charged with responsibility for publicizing this year's opera is a committee headed by Steve Edwards and Sue Martin. Mr. Hanford and Mrs. Talley are the faculty representatives.

Inaugurated this year for the first time will be a Records and Research Committee. Its function will be to do basic research on the life and times of the opera and to keep a scrapbook record telling the full story of the production, from beginning to end. Bob Zimmerman as chairman of the committee and Miss Gilbert and Mr. Howe will direct the efforts of the freshman girls in this task.

"The Pirates of Penzance" tells the story of a certain young man of noble birth indentured to a band of pirates instead of as a pilot through a misunderstanding on the part of his nurse. The plot deals with his struggle to determine whether his loyalties should be to the pirate band or to law and order as represented by a British major general and the local police force. Playing the role of Frederick, the hero caught in this dilemma, will be seniors Harry Gridley and Ray MacDonald. Leaders of the rival factions will be Pete Everett and Duncan Farrell as the pirate king and Bill Everett and Mike Wallace as the major general. The seconds in command will be pirate lieutenants Bob McLallen and Art Pickard and police sergeants Jack Harper and Chuck Moyer.

Sue Baskin and Roberta Grant will play the feminine romantic lead in the part of the major general's ward Mabel, while Holly Cummings and Sue Selz will portray Ruth, Frederick's nurse, who was responsible for his becoming a pirate instead of a pilot. Singing leading roles as other of the major general's wards will be Nancy Behr, Pat Collins, Marion Gallery, Eunice Hull, and Sue Mack.

BASKETBALL SCHEDULE FOR MARCH

March 1 — Wayland Academy ..... there
March 7 - 8 — *Wayland Invitational Tournament*

March 7:
2 p.m.—Milwaukee Country Day vs. Northwestern Preps
3:30 p.m.—Racine Lutheran vs. Milwaukee Lutheran
7 p.m.—Lake Forest vs. Milwaukee University School
8:30 p.m.—Wayland Academy vs. North Shore

March 8:
10 a.m.—Losers of first two games
11:30 a.m.—Losers of second two games
2 p.m.—Wniners of first two games
3:30 p.m.—Winners of second two games
7 p.m.—Winners of Morning games for Consolation Championship
8:30 p.m.—Winners of the Afternoon games for Tourney Championship

MARCH CALENDAR

Saturday, March 1 — Girls Basketball — Roycemore..... 10 a.m. here
Monday, March 3 — Educational Lecture Series:..... 10:45 a.m.
Miss Alice Parker
Miss Grace Hoffman
Saturday, March 15 — College Entrance Examination Boards for Seniors
Thursday, March 27 — Opera, Matinee ..... Auditorium
Friday, March 28 — Opera ..... Auditorium — 8:15 p.m.
Saturday, March 29 — Opera ..... Auditorium — 8:15 p.m.
Monday, March 31 — Third Quarter Exams, Upper School
Tuesday, April 1 — Third Quarter Exams, Upper School
Wednesday, April 2 — Third Quarter Exams, Upper School
Thursday, April 3 — Third Quarter Exams, Upper School
SPRING VACATION — April 4 - April 14, inclusive.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV April, 1952 Number 7

OUR AGE OF ANXIETY

In a recent speech in Chicago, Professor Hopper of the History Department of Harvard, who is an authority on Russian history and sociology, pointed out some rather startling and significant facts. He believes that we have come to a new epoch in world history, a transition period between one phase of man's development as a social and political being in which his thinking and planning has been based on ethics in government together with a foundation of increased productivity in science and industry; and a new period in which government will be based on economics, and material improvements will depend on synthetic raw materials. He called this new period "the age of alchemy".

Any period of transition is naturally both long and disturbing — that between the Middle Ages and the Renaissance lasted at least one hundred years; — but due to the terrifying speed of modern living, we should be able to expect a fairly speedy passage this time and therefore must train ourselves and particularly our young people to expect rapid change and to learn to adjust to it, so that they do not feel terrified by it.

It is possible to learn to feel secure in the midst of constant change. For instance, in riding a bicycle the feeling of security comes only when the bicycle is in motion. At first and for a long time during the learning period it is terrifying but as the adjustment is made and the facts of balance in motion become accepted and familiar, the rider feels secure only when the change is rapid. The same conviction was expressed by the typical old-time Yankee sea captain who boasted that his ship could weather any storm provided she had "plenty of sea room around her and plenty of blue water under her keel". One does not have to be in port anchored behind a breakwater to be safe. In his case, in a great storm it was always safer to be at sea.

There seems to be something of an analogy between those conditions and the situation in which we and our boys and girls find ourselves today. Never in all history have social and scientific changes taken place so fast. Consequently there are no patterns already set up to guide us or to help our children. We have to think through each problem as it comes up and work out each solution on the basis of its merits. There can be no rule of thumb to fall back on, all of which naturally

makes for anxiety and confusion. It is not surprising therefore that our young people find themselves bewildered and frightened.

In the midst of these anxieties it is helpful to realize that back of all the changes, there still are the fundamental principles of social relations, the "lasting truths", as Charles W. Eliot called them, which never change and which we can still rely on to help us in understanding and overcoming our problems. The basic principles remain the same, even in the atomic age or the modern age of alchemy. It is the practices or the procedures which we devise as a means of applying those principles which must vary as each new situation confronts us.

One of these principles seems to be that true security, true peace of mind, lies within the individual himself, and is not to be found in external circumstances or forces. The truth of the statement that "the kingdom of Heaven is within you" was pointed out to us 2000 years ago. I do not believe it is any less true today. We must do our best to help our children and ourselves to study and acceptance of that principle. It is one of the tenets upon which our school was founded — to help its pupils become self-reliant and acquire a proper confidence in their own capabilities rather than to rely upon rules or regulations external to themselves. It seems to me it is one of the doctrines of the type of democracy to which we all subscribe.

The trouble is that in times of confusion and panic it is also very natural to turn to, or at least hope for, panaceas or ready made solutions to solve our troubles for us. When we are not sure of ourselves we look to others, who seem more sure, to bring us out of our slough of despond. Young people are not exceptions to this rule, which may be one explanation why Hitler found such a large and fanatical following among the German youth of his day. It could happen here, too, if we are not careful to show young people a better hope and a more satisfying solution.

Professor Hopper spoke of what he called the "Mass Man" which both the Fascists and the Communists deliberately seek to create among their people. It comes from the sinking of personal individuality into the common interests of the mass and then dictating the thinking and impulses of the mass by control from a small group at the top. It certainly grows out of the confusion and suffering of the individuals who form the mass and who become so thwarted and desperate that they are willing to give up their individuality for the sake of security as a member of a mass; hence the "Mass Man".

This they achieved by class strife and the liquidation of all groups showing a desire to retain independence of thought, and also by a ruthless use of secret police, made possible by modern methods of communication like radio and radar and modern methods of destruction like machine guns .

But curiously enough, these same modern means of communication when used by a democracy like ours, Professor Hopper warns us, may produce the Mass Man in America without our realizing that we are building him. The radio

programs are already showing a tendency to create mass thinking — witness the popularity of the Hopalong Cassidy type or the demand for "Johnny Reb" hats and costumes by the children of the entire nation. We must teach our children to discriminate, to decide for themselves, and not to feel out of things because they do not follow the gang thinking and feeling.

We have made ourselves great by our America Know How. Suddenly we find ourselves the leading nation of the world, having had very little time or opportunity to train, from among our number, leaders who have had experience or even information enough to direct wisely such a world embracing program. We are hoisted by our own petard of Know How into a position of having to know why we do what we do.

Professor Hopper's analysis seems to me sound. Each of us parents, and teachers particularly, must now direct our attention to defining our own position in this changed environment and to attempting to give ourselves, at least, direction in relation to what is going on around us. When we have done this, and even as we do it, we help our children to orient themselves and their lives also. In this too the basic principle of our school — that we all, teachers, parents, and pupils together, must work as collaborators in the same enterprise, in attempting to solve our common problems — continues to be a strongly sustaining force. When we unite in the common aim of helping our young people to dare to believe in themselves, to have faith that new problems can be worked out by clear, realistic, and courageous thinking, and that "security can be achieved only by those who dare to risk insecurity" we may find that we have helped to make the lot of the next generation a happier one than ours has been. It would seem to be a stimulating challenge to us all.

PERRY DUNLAP SMITH

THE PARENTS ASSOCIATION

Members of the Executive Board met at the home of the President, Boyd Everett, on Monday evening, March 17th. Tentative plans were brought under discussion, looking to the Spring meeting of the Association, which is scheduled for Wednesday evening, April 23rd, at 8 o'clock.

ARE YOU PROUD OF YOUR SCHOOL? Then the Association meeting is your opportunity to share your pride by inviting to this meeting other parents whose children may be possible candidates for admission to the school. The final form the meeting will take, panel discussion, outside speaker or otherwise, will appear on your forthcoming invitation. But take advantage of this opportunity to advertise the school by making sure you bring guests.

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Mrs. Lee S. Fetcher, Chairman of the Art Library, working closely with Mrs. Holland, Art Instructor, is making a real effort to provide more fine pictures for school. A vague belief prevails in the committee that good pictures can be borrowed from some gallery for monthly, or longer, periods. So far, no one has

been able to substantiate the truth of this statement. Anyone able to shed light on this is asked to get in touch with Mrs. Fetcher.

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Support of the Educational Lecture Series during the year has been disappointing. Anyone having neglected to return the tickets sent them, or to send remittance to cover, would assist Mrs. Philip Atwood by doing so. One lecture, that of Clifton Utley, scheduled for Monday morning, April 21st, remains. Mr. Utley always draws an enthusiastic audience.

The success of the series might still be possible, or the deficit materially reduced, if non-ticket-holders would take this opportunity to attend and bring guests. Single tickets may be purchased at the door for $1.50.

SCIENCE TRIPS

The Science groups at school had two field trips during March. Following a visit to an "open house" held by the Engineering School of Northwestern University on March 6th, to which Miss Weid and Mr. Talley took North Shore students, Mr. Talley, on Friday, March 14th, took a group of 12 boys to an "open house" held by the Engineering School of the University of Illinois. Besides modern day wonders presented to them in the laboratories at Urbana, the boys had an opportunity to see other phases of life at their State University.

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Spring vacation, which starts April 4th, will find many students, Senior's particularly, visiting colleges they hope to attend. Others will spend the time relaxing in Florida or elsewhere. Stay-at-homes among the boys will have a busy time working out with "Mac" for baseball. The first game of the season will be held the second day of school after vacation. North Shore has become one member of an eight school league, as yet unnamed, which will meet in all school sports events. Membership in the league is comprised of the teams which took part in the Wayland Invitational Basketball Tourney recently.

APRIL CALENDAR

Tuesday, April 15 — School opens — 8:30 A.M.
Wesdnesday, April 16 — Baseball — Lake Forest — There 4:00 P.M.
Friday, April 18 — Square Dance — Girl's Gym 7:30 P.M.
6th and 7th Grades)
Monday, April 21 — Educational Lecture Series — Auditorium 10:45 A.M.
Clifton Utley
Wednesday, April 23 — Baseball — Racine Lutheran — Here 4:00 P.M.
Wednesday, April 23 — Parent's Association — Auditorium 8:00 P.M.
Spring Meeting
Saturday, April 26 — Baseball — Milwaukee Country Day — Here 2:00 P.M.
Wednesday, April 30 — Baseball — Glenwood — Here 4:00 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV May, 1952 Number 8

COLLECTIVE OR INDIVIDUAL EDUCATION?

Most of us today are aware that great changes are taking place all around us. Nothing seems the same as it was, and each day brings some new situation to face and to which we must adjust. Sometimes, however, while we are aware of the actual changes, we do not fully grasp the significance of the trends they portend.

A classic illustration of this was Lindbergh's first flight to Paris and his great interest in establishing regular transatlantic schedules, while at the same time he failed to see that his accomplishment would inevitably bring the two continents together so closely that our old policy of isolation would be no longer possible.

A recent article in "Time" magazine on the growth of a new science of Human Relations in Industry describes another such situation; for when after the Industrial Revolution machines began to take the place of men in manufacturing and efficiency experts began breaking the process down into job units, men began to find themselves mere minor parts of the great machine called the assembly line, and efficiency began to suffer. In order to retain some of their former identity and save themselves from what looked like loss of individuality, they formed unions, only to discover that there too they were still mass-men and that to obtain the security of belonging to the union they had to give up more and more individual rights and become more collectivized. Today, Industry has begun to discover that management, by appplying the science of human relations to its workers can do much to re-establish them as individuals with a sense of validity and purpose. We now know that even assembly line workers can be made to realize their importance to the job in hand and may become partners in the larger enterprise in which they rightly feel a pride both of service and accomplishment. Where this goal is achieved a far greater efficiency results than the efficiency experts had dreamed of.

A similar series of changes has been taking place in the field of education. Mass production and a belief that bigger means better has spread into the thinking of many school boards and schools of education, until larger and larger school units have been built and teachers trained to staff them and operate them by means of what the efficiency experts call "standardization" and "standard units" of learning, pre-packaged and often almost pre-digested, so as to increase "efficiency". This is collectivism again being used to "get results", while actually the most important result it achieves is mass thinking and loss of the pupils' chances of developing an ability to reason and judge for himself.

"Standard" textbooks have been adopted for the schools of an entire state. This inevitably means the teachers will teach them uncritically except in very few

cases, for this kind of standard efficiency nearly always results in training the teachers to think in a standardized fashion. Standardized units of measuring a teacher's right to hold a teaching certificate rapidly became so mathematical and uncritical in their means of determining value, that some of the best, most experienced, and successful teachers in the state were declared unqualified, while inexperienced, unimaginative and pedantic teachers were accepted without question. Standardization always levels off on the plane of mediocrity. Possibly that is why we hear the plea on all sides today from so many presidents of our leading universities that we do something in our public schools about the alarming neglect of our highly gifted students.

Children, being by nature unsure of themselves and anxious to feel accepted as adults as soon as possible, are dazzled by the mere size and luxurious equipment of these imposing school units. To belong to such an apparently strong group naturally appeals to them as the answer to all their disturbing doubts and fears about themselves. They eagerly demand to be allowed to lose themselves and their anxieties in the impressive mass of older seeming students, and parents anxious to do what they can to grant their children's desires unthinkingly give in, and so add to the demand for more collective education.

The sad part about this is that not only does it not satisfy the need of the individual student as completely as he hopes, and frequently not at all, but it plays right into the hands of collectivist tendencies elsewhere in our social order. The loss in large numbers of our future citizens of the ability to think for themselves, to form convictions based on critical thinking and evaluation, and to have the courage to stick to these convictions even in the face of the more popular mass thinking is a serious matter in a democracy. Collective Education is providing citizens ripe for a collectivist state — citizens whose main hope of safety and security consists in belonging to some massed group and keeping step under some demagogue's orders. Both Stalin and Hitler showed us how powerful this emotion can become and how easily it can be ruthlessly exploited.

Not all large schools are conducted in this manner of course. There are some notable exceptions, just as it is equally true that some small schools are run very definitely on collectivist lines. But certainly size alone is a heavy handicap in a large school which wishes to base its teaching on education of the individual.

There are, however, in this country many schools devoted to the ideal of treating their pupils as individuals, and whose teachers and leaders are well aware of the danger of allowing the spirit of collective education to entice and confound our youth. I hope that our school is one of them. It certainly was founded with that purpose.

That is why we have always had a family atmosphere at North Shore rather than the spirit of a regiment. We have always had the little children, even when the Lower School ran at a heavy loss financially, so that the big children could have the advantage and opportunity of having responsibility for their younger schoolmates' welfare. That is why we ask the parents to take so many responsibilities within the School and why teachers work so closely with the students in school activities outside of the classroom. All of this makes for the family spirit and tends to preserve the individual's feeling of personal dignity, integrity, and worth.

The same purpose is back of our emphasis on individual interests rather than mass production. Individual interests on the part of the student and individual interest (not individual attention) on the part of the teacher in each student help to create a spirit of validity and personal worth in each child.

That is why also we have always stressed the various forms of creative energy and emotional outlets, such as art, music, drama, writing, and hand work. So important have we felt these to be in the development of each child's personality that we have never left these to the chance of being electives but have required every child to take part in them every year so that he may discover for himself the opportunities for self-expression they contain.

And above all we have kept away from standardized textbooks and standardized marking systems which tend to regiment pupils rather than encourage them to be themselves. One has but to visit our classes in English or foreign literature, in history and the social sciences, and even in mathematics and the natural sciences to find that there too the teacher's aim is to guide the students into thinking sanely and critically with sound judgments based on proven facts and logical deductions, rather than to conform to the preconceived ideas of a teacher or text. We have no fixed curriculum. Each year the faculty writes a curriculum anew based on the personal needs of their new group of students.

But even more important than this is our emphasis on the fact that individual freedom without responsibility for the welfare of others is not freedom but license. In order to be free oneself one must respect the rights of others and recognize the fact that the answer to Cain's ancient and pertinent question, "Am I my brother's keeper?", is "Yes!". This we try both to teach and practice.

We as parents and teachers in the common enterprise of building our school have achieved an understanding of each other's problems and our responsibility to each other which is outstanding in its extent and feeling, and has become one of the most distinctive characteristics of the School among educators throughout the country. It too is a strong guarantee that our children will not be caught up in the sweep of collectivism in education but will become a bulwark in the struggle to preserve the integrity of the individual in our growing youths.

PERRY DUNLAP SMITH

* * * * *

MAY DAY

The May Day celebration this year will be on Friday, May 16th, from 10:40 to 12:30. The Fourth Grade girls will give the May Day Morning Exercise.

The school has chosen a May Queen and two attendants. Two Eighth Grade girls will march in the procession, and six children selected from the kindergartens and the first grade will accompany the Queen. The Sophomore Girls under the Chairmanship of Dr. Landau are in charge of all the preparations, and will also plan the entertainment, while the Sophomore Boys will help with distribution of the refreshments and the clean-up.

The Ninth, Tenth, and Eleventh Grade girls are inviting a group of children from the Northwestern University Polish Settlement in Chicago and a group of

First Grade colored girls from the Emerson School in Chicago to come as their guests.

The entire school will honor the May Queen and her attendants by songs and dances. Parents will bring picnic lunches for their children and guests, but coffee, ice cream and milk will be provided by the School.

The Senior mothers are asked to meet with Miss Deane and Miss Wied in the Art Library immediately after the picnic on May Day to arrange final details about graduation. The Junior mothers will meet with Miss Gilbert and Miss Lennards in Miss Lennards' room in Dunlap to discuss details for the Senior luncheon. Should the weather auspices on May 16th be unfavorable, the May Day celebration will be held in the Boys' Gymnasium. We hope that we shall have a large crowd and want you to know that everybody will be most welcome.

KARLA LANDAU

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MAY CALENDAR

May 3,Saturday — Baseball — Northwestern Prep.....There 10:00 a.m.
May 10, Saturday — Baseball — Glenwood Manual Train.....There 2:00 p.m.
May 13, Tuesday — Baseball — Lake Forest.....Home 4:00 p.m.
May 16, Friday — May Day — School Grounds.....10:40 a.m. - 12:30 p.m.
May 17, Saturday — College Board Exams for Juniors
May 21, Wednesday — Baseball — Milwaukee Lutheran.....There 4:00 p.m.
May 23, Friday and
May 24, Saturday — Senior Play — Auditorium.....8:15 p.m.
May 24, Saturday — Baseball — Milwaukee Country Day.....There 2:00 p.m.
May 27, Tuesday — Annual Meeting of the Corporation....Auditorium 2:00 p.m.
May 27, Tuesday — Baseball — Milwaukee Lutheran.....Home 4:00 p.m.
May 28, May 29, June 2 and June 3.....Final Exams, Upper School
May 29 — Thursday.....Lower School Closing Exercises 10:50 a.m.
May 30, Friday.....Memorial Day Holiday
May 31, Saturday — Baseball — Northwestern Prep.....Home 10:00 a.m.

* * * * *

On the 23rd and 24th of May the Seniors will present their annual senior play "Watch on the Rhine" by Lillian Hellman. It is the story of an American family and how they are affected by the German situation prior to World War II. Sara and Kurt, a German, with their three children return to Sara's home in Washington, D.C. after ten years of hiding as Kurt is an Anti-Fascist by profession. Sara's mother, Fanny,has had a couple "visiting" her. Teck, a faded Roumanian heel and his American wife Marthe. The plot moves on and finds Fanny and David, her son, enlightened about the life Sara and Kurt have led and also about Teck's interest in Kurt for blackmail reasons becomes apparent.

As usual the play will be directed by Mr. Smith with the assistance of Mr. Marsh. All the Seniors will have some part in the production either as actors or behind-the-scene workers. Tickets will go on sale soon. Reservations can be made through the School Office.

SUZIE MARTIN

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIV June, 1952 Number 9

COMMENCEMENT THOUGHTS

It is always a deeply emotional occasion when we graduate a senior class. The fact that this is the thirty-third class to whom I have handed diplomas does not seem to make it less moving. On the contrary, each year seems to add to rather than detract from the poignancy of realizing that these clear eyed and naively confident young men and young women have reached a point in their lives when you and I, their parents and their teachers, must cut them loose from our apron strings and be content, like a coach at a football game to "sweat it out" on the sidelines, knowing that their successes or failures in the struggle that lies ahead of them will rest very largely on how well we have fulfilled our great responsibility to them over the past many years. Morever we shudder at the thought that now it is too late to retrieve all but the most superficial of our mistakes.

And yet it is almost impossible to look at them as they step forward to receive their awards and not be filled with confidence and pride. One feels that they will exceed our expectations, that they have the courage and faith in themselves and in the future which will enable them to meet the emergencies, discouragements, and triumphs which lie ahead of them squarely and successfully and perhaps be able to achieve those ultimate goals for which we ourselves once set out but somehow have not yet attained. Youth is an astonishingly stimulating and inspiring quality. To work with and come to know well young people of today is indeed a great privilege and lasting satisfaction. At Commencement one is more acutely aware of this than at any other time of the year.

This class has done well. They have achieved a distinct personality. They think for themselves and with a surprisingly mature outlook. They have appraised themselves accurately and do not hesitate to face squarely what weaknesses they find. Morever they are apt to do something about it.

We are proud of the number of them that have succeeded in gaining admission to colleges of the highest standing. They have never been prone to look for soft sinecures rather than accept a challenge. They know that they are facing confusing times, where no path seems clear and where difficult decisions must be made and made wisely. They face this as a challenge, a stimulus, a call to battle and will seek to conduct themselves like men and women of the highest training

and standards. I am confident they will be a credit to their upbringing both at home and at school. By our fruits we shall be known.

At Commencement, it is well to remember that all the years of dedicated effort, and hope, anxiety, and study we have devoted to guiding the growth of these young people were directed not to the goal of producing an educated person in the sense that he has acquired certain skills and information and that thereafter his education is finished, but rather that we have brought each one of these students to a point where he is ready and able and eager to begin to educate himself. In that sense Commencement is truly a commencing. It is the point where the student at last is able to start to educate himself. His learning all the time since his first conscious moment has been directed toward the end of reaching a point where he is able to take over for himself, where his parents and teachers are no longer necessary. This is always a saddening fact for us adults to face and accept, for paradoxically enough we may measure our success as parents and as teachers, not by how much we can do for our children, but rather by how much they can do without us. When we have made ourselves unnecessary to them, when they no longer need us, when we have eliminated ourselves as necessities, then we have succeeded indeed.

But this does not mean that we will lose our young friends. On the contrary, if we have done our job well, when they become no longer dependent on us for guidance and direction, when they are thus freed from us, the whole status changes. Instead of finding that they are no longer close to us, we find that they return to us in a relationship much more intimate than before. The basic connection has been greatly strengthened, for while we may have lost a vassal we have gained a disciple, which is a much more lasting and permanently satisfying relationship.

It is satisfactions of this type that all great teachers carry with them when they decide to retire. This year we lose from active duty on the staff three of our number who have given long and loyal years of service to the children and the School — Miss Griffin from the Lower School, Miss Gilbert from the Upper School, and Mr. Robert Gourley, our head janitor, affectionately known to over twenty-five classes of graduates and pupils alike as "Bob". It is hard to think of the School without these stalwart personalities in it, but we will do our best to carry on in a way which will prove how much their interest and guidance has helped us and taught us in the past. "They opened paths for children's feet to follow. Something of them will be a part of us forever". Our dejection at the thought of no longer having them on the active list is mitigated, at least in part, by the knowledge of the restful times and satisfying memories they will have in the new and less exacting existence they will enjoy when they can ignore all program buzzers and bells. Our best wishes and deepest gratitude goes with them.

There are other changes in the staff, of course, as must always be the case in unsettled times like these. We will miss all our friends who leave us this year, no

matter how short or long their span of service to the School may have been. To all we give our best wishes, our thanks, and our hope that they will be most happy in whatever other fields of endeavor they have decided to enter. Their many friends at North Shore will always remember with sincere gratitude all they have done to help make this year one of the happiest and most satisfying in the history of the School.

PERRY DUNLAP SMITH

* * *

One of the new members of the faculty will need to find suitable living quarters for himself and his family next year. He has four small children and would like to rent a small house, if possible, or garage apartment. If anyone knows of or hears about any accommodations which might be available, please notify the school office as promptly as possible.

* * *

GRADE PICNICS

As part of the excitement in the closing days of the School year, most classes plan pupil-parent picnics. The kindergartners and lower classes will have had their picnics during school hours within the last week of May, too early to have the dates included in June Notes. But for those whose picnics are still in the future we provide the following calendar:

The Sixth Graders will picnic on Tuesday, June 3rd, at 6 P.M. at the home of Mr. and Mrs. Harold Nutting, 644 Pine Lane, Winnetka.

A Seventh Grade picnic is still doubtful.

The Eighth Grade picnic will be held on May 29th at 5:30.

The Ninth Graders will picnic on May 29th, at Stonegate on Half-Day Road at the Desplaines River, the Estate of Mr. and Mrs. Louis Leverone, whose neice, Susanne Vanderbie, is a member of the Ninth Grade.

The Tenth Grade group will hold its picnic on Tuesday, June 3rd, at 6:30, at the home of Mr. and Mrs. Philip T. Atwood, 44 Locust Road, Winnetka.

The Eleventh Graders will follow the tradition of that class by again picnicking at the home of Mr. and Mrs. Sidney Gorham, 656 Ardsley Road, on Thursday, June 5th, at 6:30 P.M.

On Commencement Night, Friday, June 6th, at 6 P.M., the Twelfth Grade picnic will be held at the home of Mr. and Mrs. Denison B. Hull, 115 DeWindt Road, Winnetka.

IN APPRECIATION

The Sophomore girls and I extend our sincere thanks to the parents, the faculty, and the students for all the help they gave us on May Day. We hope that the warm spirit of a slowly approaching spring and the hot coffee which the sophomore boys so gracefully handed out made up in some way for the stubborn resistance of Old Man Winter, who seems to find it increasingly difficult to relinquish his hold.

KARLA LANDAU, *and the Sophomore*
May-Day Committee

* * *

JUNE CALENDAR

Monday, June 2— Middle School Closing Luncheon, 12:30 (5th, 6th, 7th and 8th Grade Students, and 8th Grade Parents.)

Wednesday, June 4—No HIGH SCHOOL classes in the morning, but room inspection at 12:00.

1 P.M. SENIOR LUNCHEON
Guests: Students (Freshman class will serve) Parents of Seniors, Faculty, Alumni, Directors, and their wives.

2:30 P.M. SENIOR STUNTS
Guests: Students including 8th Grade, Parents, Alumni, Faculty and Directors, and their wives.

Thursday, June 5— 10:45 8th Grade rehearses Upper School Commencement. Classes for UPPER SCHOOL until 10:45 followed by Commencement rehearsal. No Luncheon Served at School.

Friday, June 6— Classes for UPPER SCHOOL until 10:15 followed by Commencement rehearsal. No Luncheon Served at School.

3:30 P.M. COMMENCEMENT
Guests: Parents, friends, Alumni and Faculty.
(8th Graders should report to home rooms at 3:15)

* * *

P.S. Everybody: Have a fine Summer. School opens Thursday, September 11, 1952, at 8:30 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV October, 1952 Number 1

EDUCATION FOR DEMOCRACY

After spending two months in Spain, Paris, and London this summer, as a visitor and neighbor rather than a tourist, one returns to America both stimulated and enlightened, and also with renewed vigor and enthusiasm for the task of helping our young people grow into the type of citizens who can rise to the challenge which is facing all of the peoples who live in the free countries of the world today.

Even a brief stay in Europe makes abundantly clear the need for young men and women who are clear-headed, able to think for themselves and to judge values accurately in the confusing talk and propaganda with which every country is being bombarded. Never has there been such a need for calm and wise judgment on the part of everyone to resist the pressures and anxieties which flow in upon us from all sides due to the multiplicity and complexity of our post-war problems and the overpowering fear and dread of another war. These anxieties naturally generate panic and loose thinking very readily. Unless guarded against and carefully appraised and understood, they bring about impulsive and even hysterical reactions that tend to injure the very causes and objectives we are hoping to serve.

The one underlying conviction I found in every country I was fortunate enough to visit was the desire to avoid war. This was universal; and with it in many places went the gradually dawning awareness that war as a means of settling international differences has proven to be futile. In some cases I found a fatalistic feeling that war was almost inevitable, but in other countries the great majority of the people seemed to be so convinced of its uselessness, and of the fact that nobody wins a war, that they were determined that every other means must be tried first. Morever, they seemed certain that is was possible to discover and avoid the causes of war and thus prevent it. This attitude was particularly in evidence in Spain.

In less optimistic countries one frequently encountered a more discouraging and hopeless feeling which was difficult to appraise at first but seemed at heart to consist in an underlying loss of faith in the democratic process. These individuals seem to have little confidence in their own governments and even in their own countrymen or their country. In their panic at the possible catastrophe which would overcome us all, if a war started, they are thinking principally of saving their own possessions and skins. They invest their funds abroad, refuse to pay taxes, and obey as few of the regulations and restrictions which have been agreed upon by their elected officials as being necessary for the welfare of the country as they possibly can.

It was most distressing indeed to find oneself in such a community, but it tends to bring about the natural reaction in the visitor's breast of longing to return to his home task as quickly as possible and with renewed vigor and clearness of purpose to do all that he can to strengthen the country's faith in the democratic ideal and mankind's ability to carry it out.

We all of us know, for we have been told it over and over again, that democracy is not a gift that can be handed us, whether we deserve it or not, but rather a great privilege which has to be earned and deserved by each succeeding generation. "Freedom is retained only at the price of eternal vigilance." Many peoples and cultures are not ready for democracy. Many individuals are not mature enough to be trusted with freedom. But every nation should be given the opportunity of achieving that maturity rather than remain in the stultifying condition of slavery. These are tenets on which we all will agree.

But do we always perceive how the same principles apply to the growth and bringing up of our own children who, we hope, will become sturdy and competent citizens in a great democracy? A very young child is obviously not mature enough to be trusted with complete freedom. Our control over him is at first normally and rightly authoritarian. But he too has the right to be allowed to grow to enough maturity to be safely trusted with freedom. In this growth, probably the most potent force in bringing about emotional maturity is a gradually and carefully increasing experience of responsibility for his own welfare. This cannot be achieved if he is kept in a state of subjection.

The same is true in the growth of children when they come to the school age and begin to function as part of a larger group. The lessons in responsibility and freedom which they learn at home are carried on into the larger group, and there, too, more and more opportunity must be given to the children to grow into thinking and understanding citizens who can play an active and contributing part in a democratic community.

It was because so few schools in the old days seemed to realize that the type of autocracy they practiced not only gave their pupils almost no practice in the democratic way of life but actually were conditioning their children to feel secure in the ways of autocracy and even dictators, that the original so-called "progressive" schools came into existence. They were founded primarily to strengthen the belief in and the functioning of democracy in our country by giving their pupils ample opportunity to experience it in practice in their daily lives and by respecting the individual needs and personal dignity of each individual, teachers as well as pupils. That type of progressive education is, in fact, education in and for democracy.

Children brought up in that type of school have faith in democracy and the ability of the people to work out their needs and problems together in a way which will be beneficial for all, because they have participated in it on the school level and have seen it work. They will not easily lose faith in their fellow citizens, or their country. It is hoped that as many as possible of them will become leaders in the cause which we all so ardently espouse in these terrifying days when our way of life is under attack.

The whole free world seems to be looking to America for leadership today. We did not seek it, and we do not often relish the idea, but we must rise to the challenge. It is the price we pay for becoming strong and prosperous and for having preserved our freedoms.

But we have become even more than the leader in material and military strength. America has become the symbol of the democratic spirit throughout the world. Peoples everywhere, having been shaken in their belief in democracy by clever Soviet propaganda, or never having experienced democracy in their own countries, are watching us intensely and minutely to see if democracy can really be made to work. Each of our failures is magnified many times, but so, too, are our successes, so we need not despair. We must produce citizens and leaders who can

show the world that true freedom and its balancing responsibility, though difficult, are not only worth working for, but can be achieved.

This is the task that the homes and the schools of America are facing together, for such education can never be achieved by either alone. Our school is committed to the principles mentioned above. It played a leading part thirty years ago in establishing the value of that type of education for democracy. It is still playing that part. But one of its most cherished principles and convictions has been that such ideals are only effective when the Home and School work in close collaboration, understanding, and harmony. In this, too, we have been singularly fortunate in the support of the parents throughout the thirty-three years since your association was founded. You, the present parent-owners of the School, have inherited and achieved a splendid record in this field. At no time has it been more vital to your children and through them to the country than in these turbulent and crucial times. In this all-important field of education for democracy we can play a decisive part and thus help in the struggle to save "the last best hope of earth" to which Lincoln called us.

PERRY DUNLAP SMITH

MESSAGE FROM THE PRESIDENT

On behalf of the Parent Association of The North Shore Country Day School, I wish to welcome all the new families that have joined us this year. I hope they will make themselves known to the various committee chairmen so that they may share with us this year the real pleasures we all have in working with the children and faculty in various school activities. I urge all parents to attend our first general meeting Tuesday evening, October 21st.

Our association has a unique tradition that has become a vital part of the school. I can assure you it is a privilege that very few have to be able to fully enjoy and share in the school life of the children while they are getting one of the best preparatory educations available anywhere.

With your help and cooperation I am sure this year will be another fine one for "North Shore".

RICHARD W. SIMMONS, *President*

CHANGES IN ADMINISTRATION AND TEACHING PERSONNEL

This year Mr. Cleveland Thomas has returned to active duty as head of the English Department and, in addition, will take over as Dean of the Faculty and Dean of Boys while Mr. French is on sabbatical leave in Europe.

Mrs. Helen Rand Miller of Evanston has joined the upper school faculty and will handle the classes formerly carried by Gordon Browne, who is taking a year off to do some writing. Mrs. Miller, a recognized authority in the field of English, is on a year's leave of absence from Evanston Township high school, where she has been a member of the staff for many years.

Mrs. Dorothy Miles, a Northwestern graduate and, more recently, a teacher in the Glenview schools, will take charge of the chemistry, biology, and freshman girls' general science classes.

In the middle school Zoe Lund, daughter of former North Shore teacher Edwin Lund, comes from New York to take Miss Jo-Ellen Pettit's place.

Mr. Morningstar has moved up to handle the 5th grade, while Kenneth Allen, a graduate of the Graduate Teachers College of Winnetka and assistant in the lower school last year, has taken over Mr. Morningstar's spot in the 4th grade.

Vincent Allison with degrees from Yale, Wesleyan, and Harvard, is in charge of upper and middle school music. A North Shore alumna, Barbara Smith Montague, will be teaching upper art minor and middle school art, while Ruth Linnell, in addition to lower school art, will conduct the upper school art major courses.

Bonnie Pick, a Northwestern graduate, is the new head of the girls' physical education program, and Gerald Ostrom, who studied at the University of Minnesota, succeeds Mrs. Ruth Kluge as instructor in Remedial Reading.

NOTE ABOUT NOTES

The North Shore Country Day School is known throughout the land for the well equipped students it sends to colleges. Our headmaster, Perry Dunlap Smith, is a recognized authority in the field of independent school education. Our Parents Association is unique; it helps to bring more closely together the parents and the school. The parents themselves, finally, are active participants in school affairs; they actually work to make the school an extension of the home.

While this well-integrated program is known, admired, and no doubt copied in other communities, we find, in talking to parents in the North Shore area, that either they know little or nothing about the school program and philosophies, or that they have misconceived ideas about the school itself.

One way to correct this is by personal publicity, the expression of our thoughts to other parents who might be interested in enrolling their children in the school. There also is available some effective literature.

But literature, at best, can tell only part of the story of the school, and, this year, the school and the Parents Association plan to send copies of the "Notes" to families who might be interested in the school. In this manner, we hope to acquaint other parents with the school philosophies, school activities, and the tremendous teaching talent available here.

Parents wishing to submit names of families who should receive the "Notes", may call Mr. Hanford or Miss Moyer.

THE EDITOR

EDUCATIONAL LECTURE SERIES

Mrs. Franklin J. Lunding, chairman, and Mrs. George C. Reeves, co-chairman, have chosen Robert Snedigar as the first speaker to appear on the Educational Lecture Series. Mr. Snedigar will present a film, "Jungle at Night", at 10:45 A.M., on Monday, October 13th, in the Auditorium.

Parents are urged again this year to support the lecture series through ticket purchases. By doing so, students continue to hear, without charge, outstanding speakers on important subjects. A complete schedule of speakers and lecture dates will accompany the ticket mailing.

OCTOBER CALENDAR

Oct. 4 — Football — Milwaukee University School, here 2 P.M.

Oct. 11 — Football — Milwaukee Country Day School, there 2 P.M.

Oct. 13 — Educational Lecture Series — "Jungle at Night" — Robert Snedigar, Auditorium, 10:45 A.M.

Oct. 13 — Faculty Tea — Junior and Senior Kindergarten and First Grade — Walling Hall, 3:30 P.M.

Oct. 18 — Football — Milwaukee Lutheran, here 2 P.M.

Oct. 20 — Faculty Tea — 11th and 12th Grades — Art Library, 3:30 P.M.

Oct. 21 — Fall Meeting — The Parents Association, 8 P.M.
Parents will meet in classrooms or home rooms with teachers; at 8:30 P.M. parents will meet in Auditorium. Information concerning the functions of the association. A special welcome to new parents is planned.

Oct. 25 — Football — Wayland Academy, there 2 P.M.

Oct. 31 — Halloween Play — Auditorium, 10:35 A.M.

Nov. 1 — Football — Northwestern Prep, here, 2 P.M.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1952-1953

ADMINISTRATIVE OFFICERS

Headmaster ..... Perry Dunlap Smith
Dean of the Faculty ..... Cleveland A. Thomas
Head of the Middle School ..... Timothy Rhodes
Head of the Lower School ..... Ned Morningstar
Dean of Girls ..... Virginia Deane
Head of Boarding Department ..... John C. Marsh
Treasurer ..... George H. Hanford
Registrar ..... Jean K. Talley
Secretary to the Headmaster and to the School ..... Mary Elizabeth Hunt
Financial Secretary and Head of Transportation Dept. ..... Virginia C. Farwell
Secretary to the Business Dept. ..... Jennie L. Walgren
Business Office Assistant ..... Kay Brunner
Office Secretary ..... Sally Moyer
Director of the Lunchroom ..... Regina Linnig

INSTRUCTORS

Lower School

Junior Kindergarten ..... Barbara Rounds
Senior Kindergarten ..... Grace R. Tarini
First Grade ..... Evelyn Kratz
Second Grade ..... Kathleen M. Collingbourne
Third Grade ..... Phoebe A. Swazey
Fourth Grade ..... Kenneth Allen
Fifth Grade ..... Ned Morningstar
Administrative Assistant ..... Jeanette Rumsfeld
Assistant Instructor ..... John L. Tewksbury
Assistant Instructor ..... Jeanet Klug
Assistant Instructor ..... Phyllis Meyer

Middle School

Mathematics and Science ..... Timothy Rhodes
Mathematics and Science ..... Virginia Ingram
English and Social Studies ..... Zoe Lund
Mathematics and Social Studies ..... William Steel
English ..... George F. Eldredge

Upper School

English ..... Cleveland A. Thomas, head of dept.
Helen Rand Miller, David L. Howe, John C. Marsh
Social Studies and History ..... Virginia Deane
Lewis Taylor, David L. Howe
Mathematics ..... Lewis Taylor, head of dept.
Joanne Kutten
Modern Language ..... Karla Landau, head of dept.
Simone Valvo
Latin ..... Helena Lennards
Science ..... William W. Talley, head of dept.
Dorothy Miles

Inter-School

Art ..... Ruth Linnell
Barbara S. Montague
Dramatics ..... John C. Marsh
Industrial Arts ..... Vincent C. Reidy
Music ..... Vincent B. Allison
Theo D. Dose, Dorothy Paige
Physical Education ..... Martin J. McCarty, Director
Bonnie Pick
Remedial Reading ..... Gerald E. Ostrom
Sewing ..... Elsie V. Harridge
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim
Testing ..... Pearl F. Gridley

ROOM ADVISORS

6th Grade ..... Miss Ingram
7th Grade ..... Mr. Rhodes
8th Grade Girls ..... Mr. Eldredge
8th Grade Boys ..... Mr. Steel

Upper School, Girls

9th Grade ..... Miss Kutten
10th Grade ..... Mrs. Montague
11th Grade ..... Mme. Valvo
12th Grade ..... Miss Deane

Upper School, Boys

9th Grade ..... Mr. Hanford
10th Grade ..... Mr. Howe
11th Grade ..... Mr. Taylor
12th Grade ..... Mr. Thomas

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day before 10:00 a.m. to ask for assignments, and to call for them at the Office after 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ABSENCES FOR REASONS OTHER THAN ILLNESS

The school authorities earnestly request that no child be taken out of school for trips prior to scheduled vacation periods, or delayed beyond them in being returned to classes except in most unusual circumstances, when special permission must be obtained from Mr. Smith.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

MEDICAL FORMS were due at the school office before September 11th. If your child's is not yet in, please attend to the matter immediately.

Needed for Junior Kindergarten: A rocking horse or hobby horse; tricycle; large or small stuffed animals.

Needed for Senior Kindergarten; Rubber baby dolls; costumes.

THE BOARD OF DIRECTORS OF

THE NORTH SHORE COUNTRY DAY SCHOOL

1952-1953

Talcott Griswold, President
Boyd N. Everett, Vice-President
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The vacancy left by the resignation of Chesser M. Campbell will be filled by appointment at the first Board meeting.

THE PARENTS ASSOCIATION

OF

THE NORTH SHORE COUNTRY DAY SCHOOL

President, Mr. Richard W. Simmons, 147 Chestnut Street.....Winnetka 6-4480
First Vice-President, Mr. Philip T. Atwood, 44 Locust Road.....Winnetka 6-3476
Second Vice-President, Mr. Ben A. Harper, 1023 Sheridan Road.....Davis 8-3387
Secretary, Mrs. Konstantin Kronwall, 1195 Hamptondale Road....Winnetka 6-3259
Treasurer, Mrs. Ray Smith, 258 Forest Avenue.....Winnetka 6-2833

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Perry Dunlap Smith, ex-officio, Standing Committee chairmen, and these members-at-large: Mr. Boyd N. Everett, Mr. Charles M. Hines, Mrs. Paul C. Kimball, Mr. Harold J. Nutting, Mrs. John T. Pirie, and Mr. George C. Reeves.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. Lee S. Fetcher, 822 Bryant Avenue.....Winnetka 6-1001
Athletic, Mr. Milton S. Carstens, 127 Glenwood.....Glencoe 130
Costume, Mrs. Wyatt Jacobs, 333 Lakeside Place.....Highland Park 2-2475
Educational Series, Mrs. Franklin J. Lunding, 150 Linden Street..Winnetka 6-2348
Mrs. George C. Reeves, 176 Roger Williams..Highland Park 2-3892
Faculty Teas, Mrs. Rudy L. Ruggles, 2743 Illinois Road.....Wilmette 3556
Mrs. Charles A. Mortimer, 36 Woodley Road.....Winnetka 6-4253
House, Mrs. Charles M. Hines, 11 Indian Hill Road.....Winnetka 6-4738
Library, Mrs. Raymond Olson, 605 Valley Road.....Glencoe 1950
Lunch, Mrs. Lawrence H. Selz, 1261 Clavey Road.....Highland Park 2-0763
Mrs. Austin T. Graves, 1255 Asbury Avenue.....Winnetka 6-4313
"Notes", Mrs. Philip V. Jewell, 1030 Lee Road.....Northbrook 851
Office, Mrs. Boyd N. Everett, 513 Walnut Street.....Winnetka 6-2230
Publicity, Mrs. James L. Allen, 596 Oak Street.....Winnetka 6-1822
Refreshments, Mrs. George C. Reeves, 176 Roger Williams....Highland Park 2-3892
Safety Council, Mrs. Richard W. Simmons, 147 Chestnut Street....Winnetka 6-4480
Steering, Mrs. Ben A. Harper, 1023 Sheridan Road.....Davis 8-3387

STEERING ADVISORS

Upper School, Mrs. John T. Pirie, 1185 Laurel Avenue.....Winnetka 6-0606
Middle School, Mrs. Paul C. Kimball, 745 Glendale Avenue.....Glenview 4-1697
Lower School, Mrs. G. W. Morgan, 631 Glendale Drive.....Glenview 4-0486

GRADE CHAIRMEN, 1952-1953

Junior Kindergarten, Mrs. Stephen Hawxhurst, 189 Harbor Street.....Glencoe 2250
Senior Kindergarten, Mrs. Peter Dammann, 525 Happ Road.....Winnetka 6-4955
First Grade, Mrs. William J. Cosmos, 933 Sheridan Road....Highland Park 2-4477
Second Grade, Mrs. Donald S. Buck, 66 Indian Hill Road.....Wilmette 3291
Third Grade, Mrs. W. Prescott Miller, 1310 Asbury Avenue.....Winnetka 6-1628
Fourth Grade, Mrs. Austin T. Graves, 1255 Asbury Avenue.....Winnetka 6-4313
Fifth Grade, Mrs. Otto C. Neumann, 34 Indian Hill Road.....Winnetka 6-2878
Sixth Grade, Mrs. Leonard B. Gilbert, 2708 Simpson Street.....Greenleaf 5-1854
Seventh Grade, Mrs. Otto Madlener, 20 Green Bay Road.....Winnetka 6-2306
Eighth Grade, Mrs. Bruce Krasberg, 106 Woodley Road.....Winnetka 6-4628
Ninth Grade, Mrs. Edward K. Hardy, Jr., 531 Grove Street.....Glencoe 224
Tenth Grade, Mrs. Chapman Farwell, 596 Oak Street.....Winnetka 6-5039
Eleventh Grade, Mrs. Will C. Grant, 165 Thorntree Lane.....Winnetka 6-1116
Twelfth Grade, Mr. Manly K. Hunt, 655 Elm Street.....Winnetka 6-0232
Mrs. John F. Miller, 161 Apple Tree Road.....Winnetka 6-1721

COMMITTEE CHAIRMEN, LUNCH ROOM

Monday's, Mrs. R. A. Masessa, 1117 Michigan Avenue.....Wilmette 1178
Tuesday's, Mrs. Herbert N. Woodward, 685 Ardsley Road.....Winnetka 6-0605
Wednesday's, Mrs. H. S. Vanderbie, 195 Forest.....Winnetka 6-3056
Thursday's, Mrs. Leonard B. Gilbert, 2708 Simpson Street.....Greenleaf 5-1854
Friday's, Mrs. Mary Wells Patrick, 850 Hill Road.....Winnetka 6-2846

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV November, 1952 Number 2

PERSPECTIVE IN PERPLEXITY

In these turbulent days of conflicting emotions, stresses, and strains, which were confusing enough even before they were aggravated by political charges and countercharges, but have become almost chaotic as the campaign rises to its final crashing crescendo, our young people are going to need as much steadying influence as they can get from their adult associates at home and school. Even in normal times the procedures of political elections in our country have not been too easy to understand and accept, but in critical times such as we now face, when our children are instinctively aware that both the domestic and world situations are dramatically serious, our young adolescents are striving earnestly and valiantly to adjust themselves to what they see going around them and to form some sort of orderly concept of what it means to them and to their future. Unfortunately, it is often difficult for them to digest the many conflicting statements they may hear even in their own homes. They tend to become bewildered by inconsistent extremes of position their friends and relatives sometimes unconsciously but vehemently assert in the heat of a political discussion.

It might be well for us of the older generation to pause on the brink of our national election to help these budding citizens of our democracy achieve a little perspective on the whole election procedure, and incidentally to remind ourselves of some of the essentials of the successful workings of the democratic process of which we may otherwise lose sight in the heat of battle.

Having sat out the nominating conventions with several other American citizens last July in the heart of Paris, I was able to realize, perhaps a little better than I otherwise would, how closely our political actions and decisions are watched from across the Atlantic, and how eagerly and fearfully the rest of the free world hangs on our every act and utterance, in the hope that we will show ourselves aware and understanding of the underlying needs of mankind throughout the free world, and hence of ourselves.

Europeans are bombarded with Soviet propaganda to the effect that essentially our democratic principles mean nothing more than mob-rule and that they contain within themselves the seeds of their own destruction, for in the heat and violence of mob-rule we will begin to allow our passions to take charge and then we will break into internal quarrels and dissensions by which we will destroy ourselves. If one believed all the campaign oratory one heard at home, one might begin to fear that there was more than a possibility of this. And since our co-members of the Atlantic Pact Group do not always know us well enough to realize what we mean by our spread-eagle eloquence, they often fear that we may be going the way which the Soviets predict and which some of the European Democracies seem to be taking:

of losing faith in our country and in the ability of our countrymen to arrive at a sensible solution of our own problems by the process of free and secret elections, but particularly that we have not yet reached that state of emotional maturity which is essential to the success of any democracy — namely, to be able to accept the outcome of an election and loyally back the elected officers of government chosen by majority vote even if they are not the ones for whom we had voted.

This attitude when encountered in some countries in Europe this summer was most depressing indeed. Now it is our turn to show the world that we Americans can rise above it, and thus, as the strongest democracy left in the world, help to provide the leadership which so many other nations ardently hope we may be able to give the free world.

It has seemed to me, as I have talked with our children at school, that they, too, are watching their elders very eagerly and longingly in the hope of leadership which will help them to understand the confused world they see around them. They do not often ask it in so many words, but they watch us carefully. They see the papers and hear the radio, and then try to form some idea of what this confusion is all about and even how they can play a constructive part in it, for youth is ever idealistic. They would never ask for it, but actually they feel a great need, as Dr. Irene Josselyn so succinctly puts it in her recent book, *The Adolescent and His World,* "for someone to whom they can turn on a dependency level." Often both the parent and teacher have unknowingly deprived the child of this relationship because they have assumed an attitude of a preceptor or critic, and expected or assumed standards of perfection far above those that the child believes he can attain. The relationship is sometimes too much on the level of the success or accomplishment the child can attain rather than an "alert interest in the total personality and individuality of the child," to quote Dr. Josselyn again. The student's relationship with the adult is apt to be too much a matter of the subject matter of the teacher or parent's field of interest, and this deprives him of the relationship he needs most. This is particularly true in the case of large high schools, where a truly personal relationship of teacher to pupil is necessarily difficult to achieve.

In a small school, however, especially one in which there is a close and understanding relationship with each home, this need not be so. And if the school believes, as we do, in the development of the total personality of each child, the teacher has a great opportunity to broaden his or her relationship with each pupil, to help them in turn broaden their horizons and orient themselves to the events that are occuring around them.

I believe that in the present election, with its emotional contents and pressures, we adults have an unusual opportunity to be of great help to our children in preparing them to face with understanding perspective and tolerant acceptance, whatever triumphs or disappointments that may come so that they may better play their part in the world that lies ahead of them and thereby make a vital contribution to the cause for which we are all now so deeply concerned — the strengthening of the spirit and practice of democracy in our own country and thereby throughout the world. Our home and school relationship and our habit of collaborating on just such problems as this one would seem to offer us, both as parents and teachers, a unique opportunity to meet this challenge successfully.

PERRY DUNLAP SMITH

EDUCATION FOR PERSONALITY

In the last "Notes" article, Mr. Smith emphasized certain personal qualities on which our democratic way of life depends. These included intellectual capacities of careful thought and wise judgment, a sense of community responsibility, and a courageous faith gained from experience in man's ability to make decisions democratically. Such are the tools for citizenship which we strive to develop and sharpen as the students work through school, and these are the capacities they are asked to submit for measurement when they seek entrance into college. When the colleges scrutinize a candidate, they look not only for evidence of promise as a student but also for promise as a person. North Shore Country Day School has always believed that an important contribution to the personal development of its students was experience in the arts. For this reason, we have always offered and put emphasis on training in such as Music, Art and Shop, in addition to the major college preparatory subjects. It is generally agreed that the well-rounded person is one who has had some experience in many fields before turning to concentration in one or two fields. Through such courses as those mentioned above, the School aims to give its students a taste of — a bit of experience in — the aspects of life represented by these subjects.

This year a new system for handling these additions to the major academic program has been initiated in the high school. Certain of these subjects are automatic requirements for certain grade levels, as they have been in the past. For instance, ninth grade boys and girls all take Mr. Smith's Health course, while the upper three classes also meet with Mr. Smith in a Social Studies class. Similarly, all sophomores take Safety, the boys one semester, the girls the other. All high school students participate in the chorus. These courses meet once a week for a semester, as they have in the past. Up to this point, then, the subjects carried by our students in addition to their major academic subjects remain unchanged.

The new system mentioned above concerns Music, Art, Shop, Mechanical Drawing, and Sewing. Heretofore, these courses have been written into the schedules of students according to certain requirements. Those requirements have been changed, not in extent, but in form. Whereas these courses formerly met for one period per week for a semester, they now meet twice a week for a quarter. The purpose behind this change is to concentrate the course over a shorter period of time, so that the instructor may be able to plan a specific course for the quarter and so that the course may be less attenuated than when they met one period a week for a semester. This concentration, it is believed, will also enable the student to find a tighter continuity in the course than was true in the former arrangement.

In addition, a change has been made to enable students to have some choice among these courses. For the ninth grade the following requirements are made.

Each ninth grader must take:

1. Two periods of Music per week for two quarters
2. Two periods of Shop per week for one quarter
3. Two periods of Art per week for one quarter
4. Two periods of Stagecraft per week for one quarter

(Boys, first quarter; girls, third quarter)

Because it was felt that ninth graders had little basis on which to choose, these requirements are written into their schedules. They may, however, elect

further work, either in these or other courses, to the extent of their ability to carry more work and in relationship to their specific interests. This opportunity is reserved for the second semester of the freshman year, by which time they may have developed some judgment in this matter and may also perhaps be a little more certain of their interests.

During the three years, sophomore, junior, and senior, students must meet the following requirements:

1. Two periods of Music per week for three quarters
2. Two periods of Art per week for one quarter
3. Two periods of Mechanical Drawing per week for one quarter (Boys)
4. Two periods of Sewing per week for one quarter (Girls)

During each quarter sophomores and juniors must take two periods per week of one of the various courses offered. This scheme leaves to the three upper classes two matters of choice. First, the subject may determine during which of the twelve quarters of these three years he will meet these requirements. Second, it leaves him free to choose work beyond the requirement in any field in which he is particularly interested if it seems that he can afford to devote the time to it.

Obviously, these changes would not have been made unless it had been felt that there were advantages to be gained by making the changes. What advantages, then, does this system offer? In the first place, it makes certain, through the requirements set up, that our students continue to work in the fields represented by these courses, such as music and art. Furthermore, it makes it possible to meet individual interests more completely than was formerly true. For instance, there are the present three sections of the twice-weekly music course; each of these sections has a different core of interest. Insofar as was possible, students were permitted to choose which of these three music courses they wished to take. Although a few were disappointed, it was truly amazing how few. Similarly, in the art courses students are being given as much choice as possible of the media in which they will work. It is axiomatic that students will learn more in a subject matter area which they have had some influence in determining than they would if they took a pre-determined course which was alike for all. An additional advantage of this new system is that, after receiving primary exposure to the various fields, students have the opportunity to find one or more in which they have a deeper interest and in which they can do more than the required amount of work. Students interested in Mechanical Drawing, for instance, are free, within the limits of their ability and time, to take a considerable number of quarters' work in it. Again, the system opens up Mechanical Drawing to girls, some of whom have elected it.

In summary, the new system retains the rigidity of requiring some work in these fields of all students, but adds the flexibility of permitting students added experience in fields of their own interest. It encourages them to accept more responsibility for their own education. Although this system is very new, it now seems probable that it will work well enough to produce advantages such as those described above.

For purposes of clarification it will perhaps be helpful to add that these subjects will not be reported on the first quarter reports. For a number of reasons the first quarter is a shorter one than the other three. Since these subjects meet only twice weekly, it was felt that they should continue through November 14

in order to allow students a worthwhile length of time in which to develop. Therefore, these subjects will not be reported until the end of the second quarter; the second quarter reports will contain reports on these subjects for both the first and second quarters.

VIRGINIA S. DEANE
CLEVELAND A. THOMAS

LOWER SCHOOL NEWS

Parents of Lower School children met with the Lower School teachers on September 30th, to discuss a parent-teacher planning program, in an effort to formulate more consistent training and education for the children, Mr. Morningstar, Head of the Lower School, introduced the teachers to the group and reviewed the two previous meetings.

Suggested topics for study and further discussion included discipline, home activities, reports, hygiene, after-school activities, tardiness, transportation, curriculum, lunches, art extension into the home, and a bulletin for the Lower School.

It was decided that a steering committee, composed of five parents and two teachers, be formed to study the suggestions offered. Mr. Alvin Burton, Mrs. William Cosmos, Mr. DeForest Seymour, Mr. Richard Wile, and Mrs. Theodore Donaldson represent the parents, and Mr. Morningstar and Miss Kathleen Collingbourne represent the school.

All parents and teachers were asked to list the subjects they were most interested in following up, and also to state their willingness to serve on work committees.

THE VAUDEVILLE

With the start of a new school year, thoughts of the high school students immediately turned toward the Vaudeville. Last year the Vaudeville was rather slow in starting and, as a result, was not quite as good as was hoped. This year the students have taken a running start, and rehearsals are now well under way.

"What is the Vaudeville, and what is it for?", you might ask. The Vaudeville is the annual show presented by the high school students. Different groups, classes, or individuals present acts of singing, dancing, or comedy. Most of the high school participates in this production in some way or other, whether it be curtain pulling or dancing. The Vaudeville is sponsored by the student council, and the money goes toward paying referees for school sports.

The head of this year's Vaudeville is Jeff Carstens, with Bill Everett as business manager and Martha Allen as publicity manager. The Vaudeville will be held on Friday, November 21st, at 8:15 P.M. in the school auditorium. Tickets will be one dollar.

MARTHA ALLEN

MUSIC LESSONS

Private music lessons in piano, recorder, and stringed instruments will be available to all students during and after regular school hours.

Mr. Vincent Allison, director of high school music, will be able to take a limited number of piano pupils, and Mrs. Dorothy Paige, a part-time member of our faculty last year while also instructing at the Dushkin School, is devoting full time to North Shore this year, and is available for instruction in piano and in the recorder. Mrs. Paige is a graduate of the Northwestern University School of Music and took the Advanced Master's Course in Rome, Italy. Mr. Allison has studied at Wesleyan, Yale, and Harvard. Both may be reached daily through the School telephone switchboard.

Arrangements are being made for the offering of stringed instrument lessons. Parents will be notified as soon as plans are completed.

NOVEMBER CALENDAR

November 8 — Football — Lake Forest, here; 2 P.M.
Football Tea — Leicester Hall; after Lake Forest game.

November 10 — Faculty Tea — 6th, 7th, and 8th Grades, Art Library; 3:30 P.M.

November 11 — Parents Meeting (Seventh Grade) at home of Mr. and Mrs. Otto Madlener; 8 P.M.

November 12 — Parents Meeting (Tenth Grade) at home of Mrs. Mary Patrick; 8 P.M.

November 15 — Field Hockey — Faulkner, here; 10 A.M.

November 17 — Educational Lecture Series — Gregory Puppets — Auditorium; 10:45 A.M.

November 17 — Parents Meeting (Eleventh Grade) at home of Mr. and Mrs. Will Grant; 8 P.M.

November 21 — Vaudeville — Auditorium; 8:15 P.M.

November 22 — Field Hockey — All Stars — Skokie Play Field; 10 A.M.

November 24 — Faculty Tea — 9th and 10th Grades — Art Library; 3:30 P.M.

November 27 — November 30, incl. — Thanksgiving Vacation.

December 1 — Faculty Tea — 2nd, 3rd, 4th and 5th Grades — Walling Hall; 3:30 P.M.

December 5 — Basketball — Milwaukee University School, there; 7 P.M.

December 6 — Square Dance, 7th and 8th Grades, Girls' Gym; 7:30 P.M.

Help! Help!

If you are interested in a worthwhile project, which will take an hour or two each week, yet pay you ample dividends in satisfaction, call either Mrs. Lawrence H. Selz, Highland Park 2-0763, or Mrs. Austin T. Graves, Winnetka 6-4313, and specify which day of the week you would like to help out in the lunch room. Some additional help is needed now, and more certainly will be needed during the winter vacation season.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV December, 1952 Number 3

THE FAMILY FIRESIDE

It has long been a conviction of those responsible for the policy of our school that a family group is the best unit our civilization has yet evolved for the education of its future citizens, as well as for the inculcating and preservation of the democratic way of life. Schools, as such, were created to augment and strengthen the work of the family. They should be supplementary to the family, not attempt to supplant it.

During the rapid social changes that have been and are now taking place in our complex society, as has always happened during any social revolution, new alignments and different arrangements between its units inevitably appear. This is unavoidable during any period of change. When these changes are good and seem to be an advantage to society, we adopt them and attempt to adjust to them as rapidly and completely as seems wise and possible. When, however, they do not seem to improve our social order, or, as happens in some cases, they seem to threaten the fundamental principles upon which it is founded, we resist them in every possible manner and tend to divert the forces which are causing the change into more constructive channels.

The changing position of schools in our society is a case in point. Not many people seem to realize how great nor how important this transformation is. It is significant, however, that the Ford Foundation for the Advancement of Education has considered it so important that in his address to the meeting of the College Entrance Examination Board held in New York this fall Dr. A. C. Eurich, the Vice-President of the Foundation, told us who were delegates or officers, that the problem which was first on their list for generous grants of money was that of "clarifying the position of the schools in our society today". He then mentioned among the various possibilities that seem to be approaching us that some schools seem to "believe their function is to supplant the family in our society." This, as I am sure you would suspect, alarmed me profoundly, for there can be little doubt there are many schools, and particularly many school systems, that consciously or unconsciously are moving rapidly in that direction. If, however, this is a general trend, we, as a people, ought to know about it and then study the matter to decide whether or not such a change would benefit our democratic ideals and our form of society.

The position of our school has always been against such a move. We have felt that both the family type of organization, and the spirit which is found within a truly democratic family, provide the best atmosphere in which normal, healthy, emotional growth takes place, and also that in such an atmosphere real and permanent learning is achieved more economically and completely. Hence, we have tried on the one hand to make the school a family unit in itself with its members functioning as a family, rather than as a regiment or formal institution. On the other hand, we have tried to bring the parents of our pupils into the school, giving them actual responsibilities for its best functioning and welfare, as well as helping them to study with us their own problems and attitudes so that we might strengthen each other in working out our common task: to help our children grow into completely balanced, alert, useful and happy personalities.

Col. Francis Parker stated a profound truth when he said that the essence of true education "consisted in presenting the child with the right conditions for growth". Too many times we teachers, and parents as well, tend to think of education as "teaching the child" something we think he ought to absorb, and in our zeal tend to force it on him in ways which instinctively arouse his defensive mechanisms. He therefore resists, often quite vigorously and cleverly. Learning does take place under such conditions, but usually only at the unduly high price of additional expenditure of energy and effort which would not have been necessary under more fortunate and suitable conditions for growth.

It seems to me that the spirit and influence of a happy family is a far more ideal atmosphere in which normal and healthy spiritual growth can take place than any other which has yet been devised. Therefore, we have tried to create such an atmosphere in our school.

The first essential of such an environment, of course, would be a feeling of "belonging" on the part of each child. But he needs to feel more than that; he must feel he is accepted by the group and has a place in it, but even beyond that, that the leaders of the group, the teachers, really care about him and are personally interested in him.

In order to achieve these essential convictions either in a family or a school, there must, of course, be frequent family gatherings where the members of various ages may see each other, get to know each other by sharing their various experiences and interests, and show each other that they really do care. It is my belief that such a gathering, such a family fireside meeting, is important enough to take place at least once every day. That is why we take a half-hour out of every school day for our Morning Exercises.

These meetings are not, and should not be, primarily for entertainment. If this happens, then the spirit of the family would seem to have left the group. A meeting may prove to be entertaining or amusing quite justifiably, but its primary function should be to share with each other matters which have proved to be of

such interest and value to some of its members that they wish to share their pleasure with the rest of the family.

Excellent examples of the functioning of this daily exercise or family gathering are the programs which have now become traditional in the last week before the Christmas holidays. On one morning we sing together Christmas songs, and various groups sing for the rest of us carols which they have enjoyed. On anther day the German classes share with us the pleasures they have had in discovering the ancient origins of Christmas customs in German folk lore and literature. The art classes usually present to us tableaux of the great Nativity paintings of history. And one day I make an attempt to revive the old and, now in these days of television, almost forgotten custom of reading aloud to the family gathered round its hearth some of the great Christmas stories of which our literature is full.

The final meeting and climax of the week is, of course, the deeply moving and devotional gathering of the whole school family at candle lighting time on the closing day, when two second graders tell us the story of the Holy Night in Bethlehem in the words of the Gospels. Then one of the Senior boys repeats in ringing phrases from our common heritage of the great Jewish leaders the ancient and familiar prophecies. We sing together in the light of our family Christmas tree, and then the ninth grade children, with a simplicity and sincerity which never fails to touch our inmost spirits, present a Nativity Play as their contribution to the common family sentiment of humility, reverence, and thankfulness at that time.

It is such spiritual experiences as these which we share in common at such a hallowed time, that tend to draw us together in a way that is all too rare in these days of turmoil and perplexity. It is hoped that in the individual families, as they disperse to their own firesides at the Christmas time, something of this same spirit will carry over into the home gatherings and help to restore in some degree the sense of well being and interdependence which held together so successfully the families of our forebears in the days gone by. Surely we cannot have too much of the spirit of humility, sacrifice, and devotion which the first Christmas exemplifies.

PERRY DUNLAP SMITH

CHRISTMAS MUSIC

Prepare for Christmas? Of course, half the joy is the anticipation of that most glorious and inspiring season of the year. The repetition of familiar carols is enjoyed, and the learning, singing, and playing of the new music is stimulating.

The Music Department is integrating the music for the annual Christmas festivities. On the morning of December 15th, at 10:35, the Art Department is planning a Christmas Tableaux program. "Christmas in Other Lands" is the theme. Songs of these countries will be prepared.

"The Music of Christmas" will be presented on December 16th, at 10:35 A.M. The A Capella, the Upper School chorus, and the Lower School chorus will participate.

Mr. Smith will read a Christmas story on December 17th, and the Music Department render appropriate music. The Christmas Party with the traditional dancing and a visit from Santa will be especially enjoyed by the little children. Fun prevails.

Friday afternoon brings us the real beauty and true meaning of Christmas. The annual Christmas play, given by the 9th grade students under the direction of the Drama Department but supported by all departments, particularly the Music Department, will bring to a close the full week of festivities. As the final strains of "Stille Nacht" come from the auditorium foyer, they will indeed put us in the true Christmas spirit.

THE MUSIC DEPARTMENT

CHRISTMAS TABLEAUX

The Tableaux are a traditional part of the Christmas program at the North Shore Country Day School. They tell the Christmas story in a series of pictures accompanied by music. In other years the pictures from which the Tableaux were taken, have been painted mostly by artists of the Italian Renaissance. This year the Art Major class is selecting pictures from many different countries and ages.

The students in Art Major I, with the help of other upper school students, will design and direct the Tableaux. Students from Lower, Middle and Upper schools will take the parts of the Madonna, Joseph, and angels. The accompanying music will be sung by the A Capella and the Ensemble.

RUTH LINNELL

TOYSHOP

Under the direction of an active parent group, preparation for the 1952 Lower School Toyshop is already well under way.

The purpose of Toyshop is two-fold: to produce toys to help equip several kindergartens in the Chicago area; to give our Lower School children an opportunity to work with their parents on a common project.

The basic organization of Toyshop was set up by the parent group. The children have been given the chance to plan and carry out much of the actual work. A children's committee visited one of the selected kindergartens to determine needs and observe conditions. This committee then reported to the entire Lower School at a morning exercise. Lower School art and shop classes have been

turned over to the construction parts of these toys. On Saturday afternoon December 6th, parents and children will arrive at school to operate an assembly line to complete the toys. A children's committee together with several parents will then deliver the finished products. The Toyshop needs broken or discarded toys. These will be repaired in Toyshop and given away.

Much time and thought has been spent this year in planning Toyshop. With the wonderful leadership which the parents have taken in this work, the Toyshop, is sure to be a memorable success. Lower School parents: Remember the date of December 6th! Your children (second thru fifth grade) will be calling on you to help them in Toyshop that Saturday afternoon.

CHRISTMAS PLAY

This year the Christmas play will be "The Wisemen", an adaptation of an old Christmas mystery play about the birth of Christ. This play deals with the faith of the Wisemen and their efforts to find the Christ child, their encounter with Herod, his wrath at the news of another King, and the resultant flight into Egypt by the Holy Family.

As usual the 9th grade boys and girls will play the parts and help with the scenery, costumes, and lights. Rehearsals will start immediately after Thanksgiving. The play will be presented on the final day of school before Christmas vacation, December 19th.

The Christmas play program has traditionally been one of the most beautiful presentations of the school year. The entire school contributes to the program, and many parents and alumni attend.

MR. MARSH

SEVENTH GRADE PLANS

The seventh grade this year studies a course in Science, Industry, and Geography. In order to show the magnitude of our country's industrial structure, it is most helpful to visit factories. Manufacturing plants which take the raw materials of the earth and change them are the best because they are fairly easy to understand in terms of the science we have studied, but, of course, even the experience of being in a busy factory is most educational. Such a visit enables a child to imagine the vision, intelligence, and effort that go into the making of the goods we use. If any parents could arrange visits of this sort for our own group of 22, it would be a great contribution to the class.

MR. RHODES

WANTED!

The Hanfords — a household which consists of one wife, one husband, two daughters, one dog, and one cat — are looking for a house or apartment to rent as of January 1st. Our present place has been sold. Your advice, assistance, and sympathy is earnestly solicited.

G. H. Hanford.

FOOTBALL SUMMARY

45	Francis Parker	0
6	Glenwood	2
13	Milwaukee University School	13
26	Milwaukee Country Day	46
26	Milwaukee Lutheran	6
27	Wayland Academy	13
25	Northwestern Prep	13
13	Lake Forest Academy	20

Won 5 games; lost 2; tied 1.

Finished in 3rd place in the Midwest Prep Conference.

MR. MCCARTY

DECEMBER CALENDAR

Dec. 8—Educational Lecture Series "Van Meegeren-Master Faker"
Patrick Malone — Auditorium.....10:45 A.M.

Dec. 9—Basketball Wheaton.....here 4 P.M.

Dec. 13—Basketball Glenwood.....there 2:30 P.M.

Dec. 15—Christmas Tableaux.....Auditorium 10:35 A.M.
Presented by Upper School Art and Music Departments

Dec. 16—Christmas Music.....Auditorium 10:35 A.M.
Presented by the Music Department

Dec. 17—Christmas Reading.....Auditorium 10:35 A.M.
The Headmaster, Mr. Perry Dunlap Smith

Dec. 18—Santa Claus Party.....Boys' Gym 10:35 A.M.

Dec. 19—Christmas Play.....Auditorium 4:00 P.M.
Presented by the 9th Grade Students

(Seats reserved for 9th grade parents until 3:55 p.m. No classes for Lower School on this day. Pupils, grades 1 through 5, will report to grade room teachers at 3:30 p.m., and sit with their own grade for the play. Regular school day for Middle and Upper pupils. ALL BOYS REQUESTED TO WEAR COATS AND NECKTIES.

Dec. 20—Basketball Milwaukee Lutheran.....there

Dec. 22—Christmas vacation begins

Jan. 5—Basketball Francis Parker.....there 3:30 P.M.

Jan. 6—School reopens after Christmas recess.....8:30 A.M.

A most cordial invitation is extended to all parents to attend the Christmas Tableaux, Christmas Music, Christmas Reading, and Christmas Play programs. Each is an outstanding event in the school year.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV January, 1953 Number 4

THE FORGOTTEN VIRTUES

In a recent article in The Atlantic Monthly, President Whitney Griswold of Yale has expressed his alarm at what seems to him to be a growing tendency in America to treat lightly what used to be called "Liberal Education." As he facetiously puts it, the accepted position in our country seems to be that, if "a little knowledge is a dangerous thing," then thorough knowledge would, of course, be thoroughly dangerous; and so American pupils and parents are not only apparently content with a mere dabbling in the Pierian Spring of Liberal Education, but even mistrust those who they find have really acquired a firm grasp and appreciation of the learning of the great thinkers (and achievers as well) of our intellectual heritage.

It is, of course, understandable in these days of rapid technological advance, with its consequent terrifying rapid social changes which have come upon us with a velocity never before experienced in the history of civilization, that young people and their parents should focus their attention on the immediate problems and hold the expedient and pragmatical to be of primary importance. Hence, as President Griswold points out, they tend to be careless and superficial in their thinking. This is bad enough of itself, but when it extends beyond the matter of academic background into the realm of morals and integrity, it becomes dangerous in the extreme to our whole social fabric. For even with all the emphasis on the scientific and efficient which there must be in the modern world, there still are present in the solution of such problems the underlying principles which have existed from the beginning of time, and the need to apply them wisely, if the solution we reach is to be both lasting and just. Among these eternal verities, the old-fashioned principles of absolute honesty and honor in our dealings with our fellow beings rank almost at the top.

During the strains and hysterical pressures of war, our moral codes become confused. We suddenly find that many of our most cherished ethical principles no longer apply in the case of dealing with our enemies. Society applauds deeds which at any other time it would ruthlessly condemn. After several years of war, we therefore find ourselves badly confused as to our moral standards. Naturally, our children who have been growing up in this atmosphere of mixed values become even more confused, since their standards are in process of formation and lack the basis of previous acceptance which their parents had.

Normally, at the close of a period of war, a country goes through a phase of readjustment, during which the lax moral and ethical atmosphere, which has prevailed under the pressure of wartime dislocation and expediency, is for a time introduced into civilian and peacetime living, with the resulting outbreak of scandals

and lawbreaking both on the political and domestic scene. Then, when this has become flagrant and conspicuous enough, a wave of righteous indignation sweeps it away, and a moral awakening takes place, with a renaissance of ethical standards and practices which not only restores the pre-war level of responsibility, but often exceeds it in the establishment of even higher principles and practices.

In our present situation, however, a Cold War followed so rapidly on the heels of the Peace Treaty that the usual regeneration does not seem to have taken place. In many ways the emotional strains of a cold war are more destructive than those of all-out war, for it is much more difficult to relieve these strains and anxieties by taking concerete action. Our fears and forebodings have no normal outlet against the enemy and often turn back upon ourselves in panic, so that we begin to mistrust our neighbors. The old reaction to having made heavy personal sacrifices during the active war in order to help win it, turns up in peacetime to engender a conviction that "now I have a right to acquire advantages for my personal benefit for a while", in a quite illogical way which we would not tolerate for a moment in normal times when (we hope) we would be able to think more clearly.

In a cold war, this type of feeling often persists and is even strengthened by the anxieties and panic of the intangible and unknown dangers which seem to be threatening so constantly. This makes the matter of expediency seem of primary importance, especially when it becomes necessary to judge between what is expedient and what is obviously not quite honest.

In my weekly talks with the high school children, in what are usually called the "S.S." classes, I have been somewhat alarmed of late to discover a prevalent conviction that, naturally, no one in the modern world, be he businessman, clubwoman, laborer, politician, or student, would hesitate to sacrifice the honorable to the expedient if any personal sacrifice were involved — and, of course, if he could probably get away with it.

Since the original meaning of the initials "S.S.", when applied to these high school seminars which I have been conducting for thirty years, was "School Standards", it did not seem inappropriate for me to carry the discussion of this problem further, particularly as I had found several indications of the same sort of concern arising in other educational institutions. (Arthur Morgan, the President Emeritus of Antioch College, has written a most timely and helpful article on it, for instance.) So when I found that your editor had also felt the problem was of enough moment to assign it to me for this issue, I was anxious to do my best to comply.

American business success, which is certainly one of the most important elements in our having achieved our present position of world leadership and our prosperity, could never have been accomplished had it not been coupled with the high standard of personal honor and integrity which has been maintained by the great majority of American businessmen. Our whole system of free enterprise is founded upon the individual integrity of those who take part in it. If most businessmen's word was not as good as their bond, it would become very difficult to do business.

American businessmen are characteristically embarrassed by any show of sentimentality or of conscious virtue. They do not like to talk about good deeds or examples of high standards of honor, such as the keeping of one's pledged word, but they have given us plenty of examples of such deeds being done and such

honor being maintained, if we take the trouble to look for them. Travellers from the Middle East are bringing home more and more stories of altruistic actions there, both on the part of businessmen as individuals and of the great industrial organizations which they represent and serve. Such altruism and integrity are very potent answers to Communistic propaganda, which has long maintained that members of the capitalist class would never behave in this way. It is becoming more and more clear that the achievements of American business and industry may well rank high in the greater and more equitable civilization which we seem to be in the process of evolving in these turbulent times.

But if honesty, honor, and awareness of our duty to our neighbor are the basis of a complex civilization, civilized enough so that it will not destroy itself, the importance of these virtues must be early inculcated into the minds of our young people, and they must also have such ample opportunity to practice them that they become both accepted and habitual.

A small school which works in close cooperation with the homes of its pupils would seem to be uniquely suited to accomplish such an objective. There it is possible to combat with some hope of success the ever-present tendency of young people, when they associate in large groups, to accept the casual mores of their pals and forego the higher personal standards of their homes.

It is not an easy task, and requires close and constant effort and collaboration on the part of both home and school, but where there is a basic agreement on the need and the ideal, success can be won. In the new and crucial year that lies ahead, it is essential that we do.

PERRY DUNLAP SMITH

SCHOOL VISITORS

This fall, as in former years, Mr. Smith, Miss Deane, and Mr. Thomas have had the pleasure of entertaining at luncheon Deans of admission and representatives from the following colleges: Antioch, Bard, Middlebury, Hood, Rochester University College for Women, Kenyon, Occidental, Bennett Junior College, Mills, Barnard, Russell Sage, Hollins, Wells, Hobart and William Smith Colleges, Wesleyan, Wellesley, Trinity, Roosevelt, Radcliffe. Possibly the most valuable aspect of having these guests at the School is that the students, and often the parents, are able to have personal interviews with the Deans. Also, the School always welcomes these visits as opportunities for keeping in direct and intimate touch with developments in the colleges.

GIRLS' WINTER SPORTS PROGRAM

Variety will keynote the physical education program for girls at North Shore during January, February, and March. For the varsity basketball girls, the variety will come through the numerous games they will play. For the non-varsity groups, the variety will be found in the many activities which will be presented.

Among the plans for the non-varsity are such popular events as volleyball, badminton, square dancing, and ice skating. By special request from quite a few students, there will be sessions a la charm school at frequent intervals.

Meanwhile the varsity will be busy preparing for its season by drilling on fundamentals during January. February will see the season begin, and traditional rivals will be on the schedule. Strong teams from Girls' Latin, Ferry Hall, Kemper Hall, Faulkner, and Milwaukee Downer will be among the foes the girls will meet.

MISS PICK

IT'S GOING TO BE "THE MIKADO"

The opera this year is to be "The Mikado" by Gilbert and Sullivan. It will be presented the week-end of March 27 and 28.

General chorus rehearsals started the day we got back from the Christmas recess, and a special committee has been designing the scenery. Students and faculty have been assigned, or have selected, their specific jobs and will begin work the first day of the second semester immediately after mid-years. As usual, we will have a double cast of leads, and every upper school student and faculty member will participate in some phase of the production.

MR. MARSH

MYSTERY OF THE EMPTY ENVELOPE

Mrs. Ray Smith, treasurer of the Parents' Association, received an open envelope, dated November 25, with a Winnetka postmark. The envelope was empty. She urges those parents who mailed a letter to her about that time, to check their records and check with her.

Mrs. Smith reports there are still a few unpaid dues.

JANUARY CALENDAR

January 6 School re-opens; 8:30 A.M.
January 10 College Boards for seniors
Basketball — Glenwood, here, 2 P.M.
January 14 Basketball — Lake Forest, there, 4 P.M.
January 17 Basketball — Milwaukee University School, here, 2 P.M.
January 20 Basketball — Racine Lutheran, here, 4 P.M.
January 23 Alumni Square Dance — Girls' Gym
January 24 Basketball — Milwaukee Country Day, there, 1:30 P.M.
January 26 Second Term Examinations
January 27 Second Term Examinations
Basketball — Francis Parker, here, 4 P.M.
January 28 Second Term Examinations
January 29 Second Term Examinations
January 30 No examinations scheduled; make-up work; Upper School excused at noon.
January 31 Basketball — Wayland Academy, here, 2 P.M.
February 2 Second Semester begins
February 4 Basketball — Lake Forest, here, 4 P.M.
February 7 Basketball — Northwestern, there, 7 P.M.
7th - 8th grade square dance — Girls' gym, 7:30 - 9:30

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV February, 1953 Number 5

ARE PARENTS NECESSARY IN A SOCIETY OF FREE ENTERPRISE?

During the last two generations the American family has taken a constant and merciless beating. From one side the industrial revolution has undermined its position as an economic unit and necessity for financial security. On the other side its prestige and position as a social entity, necessary for the stability and safety of its own members, has been constantly threatened and weakened by rapid and profound social and political changes that have been taking place during these decades.

The growing child and young student no longer tends to feel that he must look to his parents for guidance and protection as he emerges into maturity, but rather that his success is achieved by being accepted by his age group and by conforming to their standards. Whenever the group standards come into conflict with his home's standards, he is inclined to feel that the latter are in the wrong, that his parents are old-fashioned and have failed to adjust to the needs of modern living; in fact, they "just don't understand".

There are many causes for this situation, too many and too complex and subtle to be discussed in this brief space. Not the least in importance has been the tendency of the modern state both to increase and extend its influence and control over the personal lives of its citizens and at the same time to allow its bureaus and departments to grow in size until, like big business when it first began its enormous expansion, it jumped to the conclusion that bigger meant better, even in the very personal and individual matter of the education of its children and young people.

No one can fail to be proud of the achievement of the American public schools during the last thirty years, especially of the record of the high schools. They have been faced with stupendous and overwhelming problems and have met them valiantly and successfully. We have achieved a method of education which reaches a far greater proportion of our eligible youth than any other nation in the world.

But in achieving this remarkable goal, it is not strange, particularly in view of the amazing speed and expansion which were necessary, that some serious factors have been overlooked. For while it is undoubtedly true that to segregate children of different ages into special schools designed to meet their needs, and then to build those schools into units of several thousand children under one administrative and teaching staff, may be economically advisable, there is at the same time

a possibility that from the point of view of the emotional and personal growth of the students, these same large units may be decidedly harmful. Certainly they tend to undermine the influence of the parents.

With the magnificent building, theaters, swimming pools, clubrooms, recreation facilities, and material comforts, which these tax-supported schools give their pupils, comes a tendency to look to the State rather than the family for most of the desirable things in life and a consequent lessening of the family's prestige. When added to this is the fact that the state teachers' colleges and normal schools have tended to make education a technically complex science, with more and more emphasis on techniques rather than on understanding and personality, to produce, in short, teachers who are more artisans than artists, and at the same time to exclude the influence of the parents from much of the guidance of the emotional growth of their children, a serious condition results. The parents, faced with the pedagogic jargon of the pseudo-science of the normal schools, have been reduced to mere lay figures who must be tolerated, and if possible appeased, but certainly are not to be treated as colleagues or collaborators in this all-important task of helping young people achieve full emotional maturity. The vast number of books, pamphlets, and lectures which are now current, tend to add to the parents' confusion and sense of inadequacy, and in far too many cases results in the abdication by the home of its responsibility, which leaves the child to seek out his own solutions, so he promptly does among his own peer group at school, which usually has a far from adult standard of judgment on conduct, good taste, and morality.

The fact of the matter is, however, that throughout the history of our civilization we have never evolved a more adequate social and emotional unit than the family to provide the satisfactory and healthy growth of a child both as to his maturity in intellect, physical well being, and, above all, his emotions, in short his character and personality. A strong witness to this truth is the fact that whenever a dictator has attempted to rise to power he has started by attacking the power of the family, for he knows that independence of thought and individuality originate there. Hitler did it by turning the children into spiees against their parents through his control of the schools. Stalin did it by abolishing family life after the revolution, but the family proved too strong for him, and he had to give up his grandiose scheme of having all children brought up in state institutions. There never has been any other social unit devised which can compare with the home as an environment in which children may grow into healthy, happy, and well-balanced personalities, with courage to meet the principal emergencies of life bravely and intelligently, and even to achieve enough personal integrity to assume active and aggressive leadership in both the meeting and solving of those problems. Certainly in a society based on free enterprise this is an esential quality for its citizens.

Therefore, in a good school, one which is devoted to the ideals and principles of free enterprise among its citizens, all efforts will be bent toward strengthening the position of its parents, toward collaborating closely and constantly with them, and toward helping them and their children to recognize and respect that opportunity. Its policies will never be such as to keep the parents at a distancee, but

rather to bring them into close contact with the problems both at school and at home as they arise, and through constant conferences and collaboration to treat them as colleagues in a very crucial, difficult, and stimulating task in which both are essential, and which could never be completely successful if either one were missing.

In these days, when, due to the social revolution which seems to be going on in all countries and lands, we find ourselves confused and overwhelmed by anxieties so often, there is a growing tendency to mass thinking and feeling, in an attempt to find security by sinking our individuality in that of a group. This would clearly be the death of a free enterprise society. We therefore need the family unit more than ever and especially the independent type of family, where the parents are intrepid enough and secure enough in their own personal maturity to be guides in the growth of other such personalities in their children. It is to the fostering of families where such an atmosphere is created and maintained that our school has long dedicated its services. If we can continue to render such services to any or all of you, its patrons, or to any others in the community, it will be most, satisfying indeed, for we realize that it has only been through the devoted interest and active help that you, its parents, have given it in the past that its existence and growth has been possible. Our school is, in itself, a monument to the ideal of true and genuine parent-teacher collaboration.

PERRY DUNLAP SMITH

EVALUATION OF WORK IN THE UPPER SCHOOL

What is an achievement grade? On what basis is it formulated? To what extent do daily class recitations, homework preparations, written reports, etc., figure in it? What part do examinations play in its make-up?

Since our Upper School is concerned, primarily with preparing students for entrance to college, it is necessary that our grading system be geared as closely as possible to the grading systems of those colleges. This is only fair to the individual student, and to do otherwise would be an injustice to him. We believe that admission to the *right* college for each student is more important than mere *admission* to a college. As a corollary to this, we believe that a high school pupil's career should be a sort of sifting and testing ground to prepare him for the disciplines of college life, and to help him choose wisely the college he should attend.

This can be done best if his teachers are able to reach a frank decision as to where his academic abilities place him, whether it be superior, high, average, or on a somewhat lower plane. Accordingly, our achievement grades are predicated on a pupil's probable success in college in the same subject matter field. In other words, the achievement grade which he receives here is approximately the same which he should be able to earn later on in college, assuming normal growth and continued effort of a comparatively equal nature.

In determining an achievement grade for each pupil, it is necessary for the teacher to take into consideration the whole picture of achievement; not by assign-

ing, say, one-fourth to the final examination, one-fourth to home work preparation, and one-half to class room performance, but rather by a careful consideration of all the facets of his work, and then to decide on the basis of this whole picture just where it belongs on a grading scale. Our grades are not averages, but rather represent the teacher's best judgment as to the quality of work done or degree of mastery.

What of the boy or girl who is working at top capacity? If he is using his talents to the utmost, should he be given a High or Honor evaluation? In such a case, a High or even an Excellent *effort* grade would be fully earned by this very good effort. The *achievement* level must be determined by the teacher not on the basis of the pupil's effort but by the extent to which he is mastering the material of the particular course. Our method of evaluation of a pupil's work is so designed that these two, namely effort and achievement, may both be given recognition.

W. W. Talley

MIDDLE SCHOOL LIBRARY BOOKS NEEDED

This year the 8th grade girls have accepted the job of reorganizing the Middle School library. We have labeled and placed in sections, in alphabetical order according to author, the books that we have. Many, unfortunately, are worn with pages torn and|or missing, and some of the sections on the shelves are only partly filled. We would appreciate any book donations which would make our library more useful, particularly animal, mystery, war, and sports stories.

We would be grateful if you could leave any books either in the Middle School library, which is on the second floor, or at the school office.

FEBRUARY CALENDAR

February 12—Educational Lecture Series — Carl Sandburg — Auditorium 8 P.M.

February 14—Basketball — Racine Lutheran — there 7 P.M.

February 17—Basketball — Luther South — here 4 P.M.

February 10—10th Grade Parents' Meeting at the home of William J. Groves, 15 East Linden, Wilmette — 8 P.M.

February 20-23 inclusive—Washington's Birthday Holiday

February 20—Basketball — Northwestern — here 4 P.M.

February 21—Basketball — Milwaukee Lutheran — here 2 P.M.

February 28—Basketball — Milwaukee Country Day — here 1:30 P.M.

March 6-7—Midwest Basketball Conference Tournament — Racine

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV March, 1953 Number 6

MIDWINTER CONFERENCES

The months of February and March seem to be the popular ones for the meetings of schoolmasters and educators in their various professional associations, particularly on the Atlantic seacoast. As I have found that many of the parents do not realize the part our school and members of our staff play in these meetings, it seemed appropriate to devote my space in this issue of "Notes" to a brief discussion of the subject.

For twenty-five years I have been a member of the Headmasters Association of the United States, and in that period have missed only one meeting. Perhaps I may be excused for some personal pride in the length of my membership, for there are only two other men on the active list of the Association who antedate me — Mr. Frank Boyden, the Headmaster of Deerfield Academy, and Mr. Morton Snyder, the Headmaster of the Rye Country Day School.

The Headmasters Association, originally starting with twenty schools in New England, mostly within a few miles of Boston, now comprises 100 schools from all parts of the country, one-fourth of which must be public schools. The rules require that the headmaster be elected as a person rather than as a representative of his school; that he must be in active contact with his pupils, and be actually directing the school. This makes it difficult in the matter of public schools sometimes to find enough men to fill the twenty-five places allotted to them, for in so many cases in the public school field, if a man shows any ability, he is immediately promoted to a purely administrative job where he loses contact with the pupils. The seventy-five remaining places which go to independent school heads are much sought after, and quite rightly so, for I have found that these meetings are, by far, the most stimulating of all the educational conferences I attend. It is more like a club. No votes are ever taken, but any subject which is of interest to a considerable number of the group is discussed quite thoroughly and very forthrightly indeed. The fact that no decision or position must be decided by vote makes the discussion much more free and frank than it otherwise would be.

Not the least of the values which one receives at these meetings is the personal contact with the men who are leaders throughout the United States in the public and private school fields.

This group has, for the last fifteen years, met at the Westchester Country Club in Rye, New York, where we gather for two and one-half days of conference and

fellowship. I always come away much inspired and stimulated, for it is comforting to find that other people have problems similar to our own, and in many cases I can even find suggestions as to how our own problems might be solved.

It has been the custom in our school for all teachers attending educational conferences to report on what they heard and learned, at the next general faculty meeting after their return. The Headmasters Association meetings always provide me with enough material to cover several such meetings, and, of course, I use much of the material in Parents' Association meetings and in conferences with our teachers. Beyond all that, much of the value comes from the direct application in my classes of the broader and more refreshing point of view which such a meeting always leaves with me.

Another extremely important educational conference is that of the National Association of Principals of Schools for Girls, which this year is meeting at Williamsburg, Virginia. Miss Virginia Deane will attend this conference as our representative. This, too, is an extremely stimulating group of leaders in girls' and coeducational schools throughout the United States. Membership in this Association also is a personal matter in that one is elected as a person rather than as a representative of the school.

Following that, there is a meeting of the Secondary Education Board in New York City, which both Mr. Thomas and I will attend. This is a conference of quite a different complexion from the other two. Here the teachers, rather than the administrators, are the center of the picture. The Board was set up about fifteen years ago to parallel on the secondary school level what the College Entrance Examination Board does on the college level, and to devise standard entrance examinations for admission to most of the big eastern preparatory schools. In order to set up such examinations, it was necessary for the teachers in the various subject matter fields in the different schools to gather together and reach common standards of measurements and agreements. This brought about such a stimulating and beneficial exchange of ideas and clarification of thinking, that the annual conference soon became centered on that phase of its work rather than on the setting up of examinations. In fact, at the meeting last year examinations were hardly mentioned at all.

I have been asked for two years to preside over the section meeting which devotes its attention to the problems of coeducational schools. Mr. Thomas has been asked to speak at the section devoted to the study of English. I have found these conferences extremely interesting and have tried to bring home to our teachers as much of their spirit and inspiration as I could.

This year the confernces is to be devoted to the place of the Arts — music, drama, art, and other forms of expression — in the educational growth of the child. I have been fortunate enough to secure a promise from Miss Uta Hagen, the leading lady of Tennessee Williams' play, *The Streetcar Named Desire,* and also of the recent New York production of Bernard Shaw's *St. Joan,* to speak to the

coeducational school's section. Some of you may remember that she was good enough to speak in Morning Exercise to our children when she was here in Chicago a few years ago. She showed such a remarkable understanding of the place of drama in children's lives, and what it could do for their emotional development, that I am very anxious indeed that this outlook should be heard by the teachers in as many schools as possible.

While we do not have in the Middle West a meeting centered on the problems of teachers as directly as is that of the Secondary Education Board, the meeting of the Private Schools Association of the Central States, which comes late in March and usually held in Chicago, is open to teachers. This fall the University of Chicago was host to a similar meeting for the benefit of the faculties of the private schools in this part of the country. Mr. David Howe was in charge of the section for English teachers. Miss Deane was active in the planning of the program for the section on social science, and many of our teachers attended.

The school heads of this group also will meet in Chicago and will confer with each other on problems that have to do with our schools in the Middle West, but particularly we will be able to hear from the deans of admission of many of the colleges and to sit down with them in intimate conference to ask about problems that they and we are facing in the selection of students for admission to the colleges. One feature of this gathering each year is a dinner given to officials of the North-Central Association of Schools and Colleges. That group is a public schools group run by the state universities and state departments of education for the accrediting of all schools, public and private, throughout the central states.

There remain the two meetings a year of the College Entrance Examination Board which I attend as a representative of the Private Schools Association of the Central States. These meetings are held in New York City, one in November, which I attended last fall and heard about the progress being made by the Ford Foundation in bridging the gap between school and college, particularly with the idea of eliminating a year, if possible, between the entering of high school and the acquiring of an A.B. degree. The Chicago University plan is one of the most outstanding and startling experiments in this direction. Another meeting is held in April, when further discussion of the trends of thinking of the deans of admission at the various eastern colleges and methods of testing students for admission are brought up. I will meet for a third time with this group as a member of the nominating committee, to which I have just been appointed.

Needless to say, after each meeting I am able to bring back much of value to the school, for it is as though one were permitted to have a finger on the pulse of the leading colleges throughout the United States, and learn particularly of the direction of new experiments and attitudes as they develop. It enables us to adjust our college preparatory courses to meet whatever new emphasis develops. Better than that, it also gives us a great opportunity to influence the thinking of the colleges and direct the emphasis into those channels which seem to us to be more

important to the development of the child as a whole in his preparation for college, than perhaps the criteria which the College Board had established in the past. I am proud to say that our school has had a distinct, and, I am confident, constructive role to play in bringing about some of the considerable changes which we have seen in the board's attitudes in the last twenty years. This meeting, needless to say, is, of course, one of those which I look forward to most keenly, for not only do we meet the heads of most of the great preparatory and public schools in America, but also the deans, and frequently the presidents as well, of many of our most influential colleges. We all feel fortunate to be able to take advantage of these valuable and stimulating professional opportunities.

PERRY DUNLAP SMITH

MIDDLE SCHOOL PROGRAM

The Middle School tries, through a varied program, to develop the whole child, rather than one facet. Field trips coordinated with subject matter help to broaden the children's educational horizens. Interest thus developed helps the learning process.

Recently the 8th grade boys heard a speaker on Russia at the Executives' Club, and later will take a trip into Chicago to study some of the problems of city housing. The 7th grade is taking a series of trips to see industrial establishments in action. Ampco Metal Products in Milwaukee gave the group a very hospitable and intructive day. On February 17th the class visited the Florsheim Shoe factory. There will be one or two more trips. The 6th grade will visit the Field Museum; the Museum of Science and Industry, and the Winnetka Water and Electric plant. Middle School has two basketball squads, and these teams play other schools once or twice a week. The teams have played, or shall play, Glencoe Central, Sacred Heart, Saints Faith, Hope, and Charity, St. George, and Lake Forest Day School. In the spring the boys will play baseball and have teams in the Winnetka leagues. The girls will have a soft ball team, and will participate in other less competitive sports.

The students' social program includes square dance parties, with Mr. Hampton of Wilmette as caller. Recently there were six sets at one of the dances. The children and one mother from each grade arrange the parties, at which there are parent hostesses from each grade. The arrangements committee also buys and serves the refreshments. The Middle School students are learning the basic steps and are finding these folk dances increasingly good fun.

The regular school day for 7th and 8th grades now ends at 3:45, giving the pupils a day intermediate in length between that of the Lower School and that of the Upper School. This will make possible more of the out-of-school activities which require daylight, such as skating, riding, and tennis. There will be more preparation work to be done at home, but for many children the after-dinner hour seems better for study than the late afternoon hour. This change also enables the

teachers to give more effective special help after school to students who are behind in their work.

TIMOTHY RHODES

"THE MIKADO"

Once again the students of the Upper School have started work on the annual operetta. This year it is to be "The Mikado", by Gilbert and Sullivan. As usual, it will be a production of the entire high school, with every student participating in some way: either singing in the operetta or serving on one of the various committees.

The leads for the two performances have been chosen and are as follows: Nanki-Poo, the long lost son of the Mikado, who ran away to avoid marriage with the ugly Katisha, will be portrayed by Bob McLallen and Tom Taylor. In his travels he meets and falls in love with the beautiful Yum-Yum, Berta Grant and Deedee Simmons. Yum-Yum is the ward of Ko-Ko, the Lord High Executioner, who intends to marry her himself. Ko-Ko will be played by Mike Wallace and Tom Kratz.

Other characters in the plot that follows are Pooh-Bah, Lord High Everything Else, Art Pickard and Bill Everett; Pitti-Sing, one of the maids from school, Judy Atwood and Kate Gilbert; Peep-Bo, another maid from school, Alice Suter and Judy Dayton; Pish-Tush, Charlie Newman and Paul Loomis. Katisha, the Mikado's ugly daughter-in-law-elect, will be played by Holly Cummings and Nancy Behr, while the Mikado himself will be portrayed by Duncan Farrell and Jack Harper.

Committee chairmen include Rufus Jeffris and Martha Allen, business; Tim Gorham, stage crew; freshmen girls, make-up; Nick Kronwall, student coordinator, and Jeffrey Carstens, publicity.

The performances will be given on Friday and Saturday evenings, March 27th and 28th, at 8:15. Tickets are $1.50 and go on sale March 2nd. They can be purchased at the school.

JEFFREY CARSTENS

DAY CAMP PLANS

The School will again operate The North Shore Country Day Camp during the coming summer. Inaugurated last year, this new addition to the School's program proved so successful that an increased enrollment is being planned for the 1953 season.

The Camp provides a full day program for boys and girls from six through eleven years of age. The eight-week seanson will extend from June 15 to August 7. Mr. McCarty will again be in charge of the Camp program. We have been fortunate to obtain the services of Mrs. Richard C. Bleloch as director of the girls' activities.

In response to a number of requests, the Camp will offer a morning program for younger girls and include a few older girls in the afternoon portion of the full-day program.

The entire summer camp operation is being managed by Bert McKinney, whose play clubs provide half day programs for boys on the school grounds, also under the direction of Mr. McCarty.

Information concerning these summer opportunities may be obtained by calling Mr. McKinney at WInntka 6-2712.

PLEA FROM THE LIBRARY COMMITTEE

The library is asking the cooperation of all parents in returning overdue books. After checking the inventory, we have discovered that many books are missing from the shelves. In order to have a complete library, and have the books where they may be obtained easily by teachers and students, we are asking parents to return to the school any books which may have been misplaced by your child.

A few weeks ago we received a donation from an alumnus who now has a child in the school. While the books were being accessioned, it turned out that not a few of them were volumes which had not been returned years ago. This goes to prove that North Shore Country Day School books have probably been the nucleus of many libraries of our alumni, but we would appreciate it if, as soon as these libraries have reached a reasonable size, the proper books would be returned.

THE LIBRARY COMMITTEE

YOUR ATTENTION, PLEASE

The Educational Lecture Series committee regretfully calls your attention to a misprint which appears on tickets for Clifton Utley's talk at the school. He will appear on April 20 and NOT on April 30. Mr. Utley's program always is a popular one with both students and parents, and the committee hopes ticket holders will make this correction on their calendars, insuring they will be at the right place at the right time.

MARCH CALENDAR

March 6-7 — Midwest Basketball Conference Tournament — Racine

March 10 — Joint Meeting of 12th Grade Students and Parents, 6:30 P.M. Lowr School Building

March 14 — College Board Examinations for Seniors

March 16 — Educational Lecture Series: "Other Worlds Than Ours", by Albert V. Shatzel, Asst. Director of Adler Planetarium; 10:45 A.M.

March 18 — 10th Grade Parents' Meeting, 8:00 P.M. Place to be announced later.

March 23 — 11th Grade Parents' Meeting, 8:00 P.M. Place to be announced later.

March 27-28 — "The Mikado" - 8:15 P.M.

April 2 — Upper School dismissed at noon; Middle School dismissed at 2:50 P.M. Lower School dismissed at regular time.

April 3-13 inclusive — Spring Vacation.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV April, 1953 Number 7

ARE ATHLETICS NECESSARY?

The question is sometimes asked, "Why required athletics?" There is no one answer. There are many reasons.

Historically, The North Shore Country Day School was established on the country day school philosophy. This philosophy was developed in Baltimore at the turn of the century by a group of parents who did not believe that their children needed to go to boarding school for adequate college preparation. They believed that a full day program in a day school could achieve the same goals.

The boarding schools recognized that young children and teen-agers cannot study steadily all day; that they must have some outlet for their physical energies; that the schools should provide some positive program of required athletics. Thus, required sports also became a natural part of the country day schools' full day program in the beginning. As a natural inheritance, then, our athletic program answers a recognized need for the directed outlet for the physical energies of our students.

In a small school, members of the faculty must serve more than one function. As in boarding schools, so in country day schools many faculty members coach as well as teach. Such an arrangement gives the students opportunity to know their instructors on a closer basis. It permits the faculty member to understand his students better, to observe them in more than a single enviroment. It serves to knit the school family closer together.

Our faculty believes that all students should have the opportunity to investigate those areas of education in which they are capable of participating. We require that all students take courses in art, music, drama, mechanical drawing, shop, and the like, in addition to the more traditional academic courses. We do not feel that their education is complete if they are not given an opportunity to investigate their own talents and interests in these areas. For the same reasons, we require that all students participate in athletics.

One of my most pleasurable personal satisfactions in coaching the frosh-soph football team is watching the development of each boy's understanding of his own physical capabilities — whether they be great or small. Boys who might never have been exposed to sports in another school environment, have found in sports another area of interest, another outlet for their youthful energies.

It is obvious that team sports teach children the need for cooperation. Athletics can, if properly directed, point up more effectively than almost any classroom project the need for and value of working closely together for a common goal.

Our twentieth century way of life does not place the burden on physical stamina that the civilizations of our ancestors did. Nevertheless, men and women today do sometimes find themselves faced with quick decisions in situations requiring physical reaction. The boy or girl who has participated in sports is trained to react effectively.

Academic competition at North Shore is minimized because we do not believe in motivating children to learn simply for grades or for a rank in class. Nevertheless, competition is fundamental to our modern society. Continually meeting numerically larger schools in our sports program, North Shore students find themselves in competitive situations severe enough to please the hardiest exponent of the school of hard knocks. And yet competition for the sake of competition should not be over-emphasized. Sports for fun, as well as sports to win, should be a frequent experience for every boy and girl.

Finally, a well-trained mind needs a healthy body in which to operate. True physical education consists in presenting the right conditions for vigorous physical growth just as true academic education consists in presenting the student with the best conditions to induce sound academic growth.

The North Shore Country Day School does not over-emphasize athletics. The physical education program has equal status, no more no less, with other departments of the School. Mathematics is not just for the mathematician; athletics not just for the athlete. The athletic program is for all students.

—GEORGE H. HANFORD

1952-1953 VARSITY BASKETBALL

The 1952-1953 basketball season came to a close at the Midwest Prep Conference tournament with North Shore emerging as the champion. Even though we had finished second to Racine Lutheran in regular conference play, we believed we did not do our best in the important games, and, if we could rise to our best and stay there, the championship was ours. Therefore, the final results were some-

what expected. However, strange things can happen in tournaments, and it is difficult to predict in advance the final outcome.

In the first day of the tourney, Milwaukee Lutheran defeated Northwestern Prep; we defeated Lake Forest Academy 51-41; Milwaukee University school won over Milwaukee Country Day, and in the final game of the day Wayland upset Racine Lutheran.

The next morning in the consolation round Lake Forest defeated Northwestern 76-72, and Racine defeated Milwaukee Country Day 60-38. In the afternoon play Wayland won over Milwaukee University school 54-40, and we defeated Milwaukee Lutheran 54-41, to advance to the championship finals.

In the final evening of play, Lake Forest surprised everyone by defeating Racine 72-64 for the consolation championship. In the third place game, Milwaukee Lutheran weathered a last-minute rally to win over Milwaukee University school 63-62. In the championship game our boys played one of the best games of the year to win over Wayland 50-39.

Following the game, Don Taylor, E. R. Moore, and Doug Bard, the team captain, were selected to the tournament all-star team. They were given individual medals, and the team was given the championship trophy.

The players were very much pleased by the number of enthusiastic supporters who followed them to the tournament. North Shore boys had not seen anything like it before.

The team is especially proud of its record of 20 victories, with only three losses, for the year, especially when it was thought that basketball was not its forte. The boys have convinced themselves and others that determination and hard work can bring very rewarding results.

—Mr. McCarty

GIRLS' SPRING SPORTS PROGRAM

Individual sports will make up a part of the spring physical education program for the Upper School girls. Two or three team activities will be included in the schedule which will go into effect after spring vacation.

Weather permitting, the girls will return to a program composed of outdoor play. Tennis, golf, and archery will be held outside, and will alternate with lacrosse, soft ball, and possibly soccer. Some of these activities will be held indoors during bad weather.

—Miss Pick

ANOTHER REMINDER

The Educational Lecture Series committee again wishes to call your attention to a misprint which appears on tickets for Clifton Utley's talk at the school. He will appear on April 20, during the Morning Exercise period, NOT on April 30. If you have not already corrected this on your calendars, better do so, since Mr. Utley's talk is one of the highlights of the Series.

CHANNEL ELEVEN FUND DRIVE

We are particularly anxious this month for parents and students to be aware of the fund drive for Channel Eleven, the Chicago area's opportunity for educational television. Winnetka's quota of the $500,000 to be raised is $20,000, a figure self-imposed by the Winnetka-Northfield Educational Television Council. If the total Chicago quota is reached by June 1, the Federal Communication's Commission will grant a charter for the use of Channel Eleven as a non-commercial, non-profit station. Here is our answer to inferior TV programming, plus an unheard-of chance for adult and child visual education. Volunteers may contact Mrs. Cleveland Thomas, WI 6-1437.

—JOHN MARSH

APRIL CALENDAR

April 14—School reopens after the Easter recess; 8:30 A.M.

April 15—Baseball - Wheaton - there; 4 P.M.

April 18—Baseball - Milwaukee Lutheran - here; 10:30 A.M.

April 20—Educational Lecture Series - Clifton Utley; 10:30 A.M.

April 20—Senior Kindergarten Parents' Meeting; 8 P.M. at the home of Mr. and Mrs. Theodore Donaldson, 1010 Mt. Pleasant Road, Winnetka

April 22—Baseball - Lake Forest - there; 4 P.M.

April 25—Baseball - Milwaukee Country Day - here; 2 P.M.

April 25—7th and 8th Grade Square Dance; 7:30-9:30; Girls' Gym

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume VI May, 1953 Number 8

THE TURNING TIDES

I do not recall ever before having been away from the School so much during so brief a period as I have during the six weeks from mid-February to the first week in April this year. For some unknown reason the essential meetings of the Headmasters Association, the Overseers' Committee on Harvard College, the Secondary Education Board, and the College Entrance Examination Board were all held this year in rapid succession. On my return from the last meeting I felt almost out of touch with the School, but at the same time I experienced the novel and refreshing sensation of being able to look at it objectively and with some perspective, almost as though I were a visitor from the East.

What I saw and the impression I received were both encouraging and pleasant, for, judging with the standards in mind which I had found prevalent at the various meetings, our school seemed in effect to be coming into its own after having had to fight for many years almost alone for the very principles which the schools represented in these organizations now seem to be adopting as a matter of common consent. This is a highly gratifying discovery.

Take, for instance, the matter of the importance of "the Arts" in the emotional growth of children and young people, and, to carry the point beyond the school age, in the development of the cultural maturity of our whole country, "America's Coming of Age" as it is frequently called today. We have always, and more often than not in the face of persistent opposition, insisted that creative expression in and through all possible media, such as drawing, painting, modeling, music, dramatics, poetry, writing, dancing, or handwork of all kinds, is so much a part of a child's welfare and development that every child should have the benefit of such experiences every year, not by the chance method of volunteering, but as a direct requirement of the School, whose duty it is to see that each of its pupils has such experience and opportunity. The usual remonstrance of school heads, that this was an idealistic theory, but quite impractical because the teaching of the "'Three R's" and the academic subjects required so much time and must come first, was met with the answer that children who had the opportunity to broaden their background of understanding and to enrich their emotional growth and feeling through such experiences, actually *saved* time by being able to master the Three R's more quickly and more permanently and with far less fatigue. For many years our friends in the orthodox schools were politely incredulous. They just did not believe this could be so.

This year's meeting of the Secondary Education Board was entirely dedicated to the theme of "the Arts" and the meeting over which I was asked to preside was assigned to the Grand Ballroom of the hotel in which we met — an indication that it was expected that we would have a very large attendance, which turned out to be true. But the most interesting factor in the whole meeting to me was the obvious assumption on the part of those who attended that the principles for which we have fought and which we have scrupulously been practicing for years

were sound and accepted by all. The only question now was to find out how to put them into practice, and in this they seemed to assume that our school could tell them. While, of course, it is not as easy as that, we do have the advantage of a long start in that respect and must now face the challenge of putting our own principles into practice as efficiently as possible so that our advice, when sought, will be sound.

After these experiences, to return to Winnetka and see a performance of the Opera as delightfully and understandingly put on as was our recent production of "The Mikado", was particularly delightful. It was an excellent example of exactly the sort of thing I had been trying to describe in response to the questions put to me in the East. Here was an unusually interesting and worthwhile experience in the creative arts, shared in common by every one in the high school and faculty, not to mention the very many devoted parents who so generously and unstintingly gave their time and interest. These produced an atmosphere of co-operation and interdependence throughout the whole school which would be hard to create in any other way. It took many hours of time and planning, most of which were drawn from academic pursuits, and yet the overall result was better academic work on the part of most students rather than a lowering of the standing even for that term. What the result will be next term I can only guess, but judging from former years, I am certain it will be both obvious and good.

Another matter in which our bread seems to have begun to return upon the waters of experience came up both at the meeting of the College Board and at the Overseers' Committee on Harvard College, when the subject of the new research projects, sponsored and financed by the Ford Foundation, was being discussed. These studies have to do with a better integration between High School and College, particularly with the problem of saving some time for the better students so as to allow them to complete their work for professional degrees and enter their vocations sooner. The study has progressed rapidly and thoroughly. Many interesting factors have been discovered which have tended to hold back students' progress, but one which seemed to turn up most frequently was what was usually called "a lack of real motivation", i.e., a lack of sincere and clear-cut realization on the part of the student of what he is in college for, or lack of any really genuine interest in his lessons.

On being studied further, this seemed to boil down to a habit of working for credits or marks, to please the professor and so get the desired grade, or to work merely from a sense of duty rather than from a deeply felt conviction that the subject itself had meaning or was of direct interest to the student. This, of course, is the principle reason back of the basic policy at our school of placing as little emphasis as possible on marks, but rather directing all our efforts toward helping the student connect the learning with his own life and growth, and particularly toward feeling the satisfaction that comes from mastering a skill or a subject for its own sake and for the power and understanding it brings to the learner. It is for that reason that we have never had class lists in our school which would emphasize a student's rank among his fellow students and, as H. G. Wells so aptly put it, bring about a "pitiless relegation of two-thirds of the class to mediocrity and dufferdom". And particularly it is why we have no artificial rewards such as prizes, gold stars, blue ribbons, or other arbitrary "Honors".

Here, too, we had to fight for a long time almost alone, so it is all the more gratifying to find at such meetings as the two mentioned above, which are largely attended by deans and other administrative officers of the colleges, that these authorities are calling loudly for the sort of attitudes we have long advocated and, I believe, quite generally built in our pupils. President Lowell of Harvard used to say that the difference between the "Prep School attitude" and the "College atti-

tude" in a student was that the best you could hope from the former was the feeling that he would study from a sense of duty, while the latter regarded his studies as an opportunity. Mr. Lowell wryly remarked that he did not expect to find the latter before the sophomore year in college. It has been our experience over the years at North Shore that it can be achieved by many 11th graders and certainly by the majority of our seniors. It is, I believe, a direct consequence of our having done our best to adhere to the two basic principles of the School described above.

PERRY DUNLAP SMITH

MAY DAY PLANS

The annual May Day Exercises will be held on Friday, May 15th. Classes will meet as usual until 10:45 that morning, at which time the special Morning Exercises will begin in the Auditorium, and will be presented by the Fourth Grade. Following this play, there will be the procession of the School to the green east of Dunlap where the May Queen will be crowned. Dances will be given for her and her two attendants.

Immediately after this the entire School will picnic on the green, and parents are invited to join the students. Lunches are to be brought from home. Since the School picnics by grades and not by families, it is advisable to pack each child's lunch separately where there are several children in different grades. Parents may lunch with whatever grade they prefer. Milk and ice cream bars are served by the School, and coffee will be available for all parents who wish it.

It is preferable that all boys in Middle and Upper Schools wear white trousers and white shirts. All the girls should wear light summer dresses; any color is acceptable. Children should bring sweaters, in case the weather becomes chilly.

The 10th Grade, together with students of Middle School, have charge of the preparations for May Day and will be grateful if parents will remember that large quantities of green branches and flowers are needed for the Exercise. They can be sent to school with the children on Friday morning.

Unless Miss Brunner is notified by telephone to the contrary, it is understood that parents will provide transportation for their children after the picnic.

SPECIAL NOTICE TO JUNIOR AND SENIOR MOTHERS

At 1:15, following the picnic lunch on May 15th, all of the Junior mothers will meet with Mrs. Talley and Mrs. Valvo at the Art Library of Knollslea to make arrangements for the Commencement Luncheon.

At the same time, all Senior mothers will meet with Miss Deane and Miss Lennards on the first floor of Dunlap to discuss final details of graduation.

KARLA LANDAU

THE SENIOR PLAY

The Senior class this year has decided to give "Mr. Pim Passes By", by A. A. Milne. It will be presented on Friday, May 22, and Saturday, May 23.

The cast includes Art Pickard as George Marden, J.P.; Margaret Brandsness and Martha Allen as Olivia, his wife; Harriet Kilman and Judy Olson as Dinah,

his niece; Diana Patrick and Caroline Hinshaw as Lady Marden, his aunt; Nick Kronwall and E. R. Moore as Brian Strange; Eddie Hines as Carraway Pim; and Lennie Hunt as Anne, the maid.

Students who do not have parts in the play are busy on the various committees necessary for the smooth functioning of the production. The play is a light comedy which can easily be enjoyed by the audience.

Tickets will go on sale by May 11th.

RUTH BANOVITZ

MAY CALENDAR

May 2 — Baseball — Northwestern Prep — there; 10:30 A.M.

May 9 — Baseball — Glenwood — there; 10:30 A.M.

May 13 — Baseball — Racine Lutheran — there; 4 P.M.

May 15 — May Day Exercises in Auditorium, presented by the 4th Grade at 10:45 A.M., followed by the procession and grade picnics.

May 16 — College Board Examinations for Juniors at New Trier.

May 19 — Baseball — Milwaukee Lutheran — there; 3:30 P.M.

May 20 — Spring Meeting of Parents' Association — Auditorium; 8 P.M.

May 22, 23 — Senior Play "Mr. Pim Passes By" — Auditorium; 8:15 P.M.

May 23 — Baseball — Northwestern Prep — here; 10 A.M.

May 25 — Meeting of the Executive Committee and Grade Chairmen of the Parents' Association — Walling Hall; 8:15 P.M.

May 26 — Annual Meeting of the Corporation of the North Shore Country Day School — Auditorium; 2 P.M.

May 27 — Baseball — Glenwood — here; 4 P.M.

May 29 — Memorial Day Holiday

May 30 — Baseball — Milwaukee Country Day — there; 10 A.M.

NOTICES

Having solved their housing problem last Christmas only temporarily, the Hanfords are again looking for quarters for man and wife, two daughters, one dog, one cat. Your advice and sympathy is requested.

Registration contracts for 1953-54 for nearly all grades will have been in the mails for several days at the time of publication of this issue of NOTES. In order that the School may make definite plans with regard to scheduling for next year, parents are asked to return the completed forms to the business office as soon as possible after receipt.

Copies of "Are Parents Necessary in a Free Society?" are available at the School. Please send in to the School the names of any families who you believe would be interested in receiving copies of this thought-provoking booklet.

Please remind any of your friends who may be contemplating sending their children to North Shore next year that the formal spring registration period opened on April 27 and that applications for admission to the School for 1953-54 are now being considered.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XV June, 1953 Number 9

DISCIPLINE AND FREEDOM

No man who has not disciplined himself can be called a free person, nor without discipline can there be freedom in any country or society. These fundamental statements have been made many times by great thinkers and lovers of democracy, but the philosophy back of them has often been ignored or even never really accepted, especially by proponents of what is sometimes called Modern Education.

If I go to a strange foreign country, I am, of course, "free" to do what I please, but I will not remain free long unless I learn what the laws and customs of the native citizens are and then discipline myself to obey and conform to them.

When a young boy or girl, having reached the advanced age of fifteen in our sovereign State of Illinois, wishes to be "free" to drive an automobiles, he first has to learn the traffic rules and then must present himself before the proper authorities and convince them that he not only is familiar with the laws and understands them, but also that he is well enough disciplined to be able to make himself obey them. In other words, he must demonstrate that he is mature enough to be trusted with the freedom that is implied in being allowed to drive a car.

Many of our young people today, and I am afraid in some cases their parents and teachers too, do not seem to realize that true freedom is something we must *earn* rather than receive as an inalienable right by the accident of being born in a free country.

Our country is free because, in the first instance, our ancestors earned that privilege by hard work, great good judgment, and remarkable vision. They fought to make that vision come true. We still stand in awe of their foresight, courage, and the high standard of character they achieved.

Our country has remained free through its many vicissitudes and struggles, not so much because we inherited this freedom, but far more because in each succeeding generation there have been enough men and womn of great stature to act as leaders and guides, and because the great majority of our people have responded to the call and have been willing to toil and struggle to *deserve* the freedom we have inherited by making themselves mature enough as individuals and as a people to be trusted with freedom. An immature people cannot be so trusted.

Last summer in Spain I expected to find the people resentful under the rule of a dictator, for in a dictatorship no true freedom is possible. Instead I found most of the people with whom I spoke not perhaps completely contented with their present regime, but on the whole satisfied and stating frankly that they were not ready to accept democracy. They said, "You Americans do not understand us; we are highly individualistic people, and we need a strong man to rule us. When we do not have a strong ruler our government breaks down." They do not yet seem mature enough as individuals to be able to accept as a people the responsibility of governing themselves. There are many other examples of this phenomenon in the world today, and we Americans need not feel smug about it, for in one generation we could sink to that level ourselves if we are not constantly on the alert to raise ourselves in maturity, wisdom, and character to the level where we too may prove ourselves worthy as our forefathers did, of the responsibility of freedom.

That is why it is so important that we who are entrusted with setting the standards and aims of each succeeding generation, we teachers and parents, should see clearly the necessity of the close relationship of discipline to freedom so that our children may succeed better than perhaps we have done. The old fashioned school set the goal of discipline for the sake of itself. Our puritanical ancestors thought that anything that was hard was of itself good and vice versa. They became dictators both at home and in school, and the child was forced to comply. He was seldom if ever given any opportunity to learn self-discipline which is the essential for freedom. The schools of the Nazis under Hitler were perfect examples of this philosophy completely carried out. They produced ideal robots for a dictator's use.

We in America vaguely sensed what dictatorial discipline of the young had done and in evolting against it went in many cases to the other extreme. Some schools and families seemed to feel that children should never be required to do anything they didn't want to do and allowed them to follow their own whims, which of course was not only absurd but very dangerous. Neither Francis Parker nor John Dewey ever taught any such idea. They knew, as we know, that young children actually do not know what they want to do, and are nowhere near mature enough to accept the responsibility of freedom.

This does not mean, however, that they should be kept entirely under adult domination until, at the age of going to college, they are suddenly turned loose and are expected to have developed enough sense of responsibility and judgment to suddenly control themselves. The old fashioned "Academy" type of prep school produced many examples of the futility of such a theory. Today most of them have greatly modified their practicees.

What would seem to be more wise is to guide and control the child at first until a sense of security and confidence in the adult and the world around him is established, and then gradually and carefully to turn over parts of the responsibility for the child's decisions to him, allowing him to learn from his own mistakes and

thus gradually transferring to him the confidence he has placed in the adult. This can only come through practice; talking about it is not enough. At the same time we must, in the school, give opportunities to the children in groups to learn that it is possible to govern themselves and thus gain both practice and confidence in the democratic processes. To allow any individual or group to get out of hand, to become unreasonable, or to forget the rights of others is always a mistake. At such a time we can always revert to dictatorial and authoritarian control — but always as soon as order and reasonable consideration are restored, we should start once more to try to bring the individual or group back to a point whee it is possible to entrust them with freedom because they have achieved a sufficient amount of self-discipline.

The difficulty is to be aware of how fast or how slow to proceed. There are no rules to guide us here, but experience is a great teacher. It helps to remember that an autocratically disciplined person is not a mature person, for he has never been given that priceless ingredient for growing up — responsibility. While a self-disciplined young man is an ideal citizen of a democracy.

Ralph Waldo Emerson expressed it beautifully when he said, "Respect the child, respect him to the end....but respect yourself also."

PERRY DUNLAP SMITH

PROM PLANNERS

Junior Prom plans are taking shape rapidly, co-chairmen Kate Gilbert and Judy Atwood announced recently. This event will take place in the boys' gym, June 13th, from 9 P.M. until 1 A.M.

The band committee, of which Judy Atwood, Ellen Reeves, Rod Lowrey, and Derek Payson are members, have selected Del Renee's band to provide the music.

Invitations are the responsibility of Nat Griswold and Joyce Henderson, while Berta Grant and Lanie Favill have charge of the programs. Ellen Reeves and Judy Dayton are members of the refreshment committee.

Right now the class is concentrating on decorations. The decorations committee, Gay Stirling, Debbie Stearns, Gingy Lunding and Rod Lowrey, has drawn up the plans, but the whole class helps with the actual decorating.

KATE GILBERT

NOTICE

During the school year, many articles of clothing have accumulated in the Lost and Found department. When you are at school, please go to the office and see if any of thes things belong to your children.

THE PARENTS ASSOCIATION

Officers for the year 1953 - 1954

President — Mr. Philip T. Atwood, 44 Locust Road, Winnetka 6-3476
First Vice-President — Mr. Paul C. Kimball, 745 Glendale Drive, Glenview 4-1697
Second Vice-President — Mr. G. W. Morgan, 631 Glendale Drive, Glenview 4-0486
Secretary — Mrs. Peter Ridenour, 2039 Orrington Avenue, Davis 8-3854
Treasurer — Mrs. Ray Smith, 258 Forest Avenue, Winnetka 6-2833

JUNE CALENDAR

June 2 — 5th Grade picnic at the home of Otto C. Neumann, 34 Indian Hill Rd., 7th Grade Picnic at the home of Philip T. Atwood, 44 Locust Rd.

June 5 — Lower School Closing Exercise — 10:50 A.M.; 11th Grade Picnic at the home of Philip T. Atwood, 44 Locust Road.

June 8 — Middle School Closing Luncheon, 12:30 P.M.

June 9 — No luncheon at school; 10th Grade Picnic at the home of Bruce Benson, Meadow Knoll Farm, Dundee, Illinois

June 10 — No Upper School classes; Clean-up; Senior Luncheon, 1:00 P.M., followed by Stunts; 9th Grade Picnic.

June 11 — Upper School classes until 11:00 A.M. Commencement rehearsal at 11:00 A.M.

June 12 — Upper School classes until 10:30; Commencement rehearsal at 10:35; COMMENCEMENT AT 3:00 P.M.
Senior Picnic.

June 13 — Junior Prom, 9:00 P.M. until 1:00 A.M.
School opens on Thursday, September 17, 1953 at 8:30 A.M.

IN APPRECIATION

The Sophomore girls and I wish to extend our sincere thanks to the parents, faculty, and the students for the splendid cooperation and help they gave us at the May Day festivities. We also were happy that the day was such a pleasant one, particularly since we had, as our guests, children from the Northweestern Settlement. The 5th Grade play, based on Aztec May customs, was most successful, and our May Queen, Judy Olson, and her attendants, Lenny Hunt and Martha Allen, were lovely.

KARLA LANDAU

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI October, 1953 Number 1

OUR THIRTY-FIFTH YEAR

It seems almost incredible that we are about to start the 35th year of our school. To our friends in New England, where it is not uncommon for schools to celebrate their 100th or even 150th year, the fact that a school has existed for 35 years may not seem very important, but I am sure that even in the case of those venerable schools, the passing of the 35th milestone of their beginning was highly stimulating to them at that time, too. It seems to bring one a feeling of permanance and stability, and a satisfaction in accomplishment in the midst of the constant and stimulating changes that characterize our section of the country.

It would seem that we do have a right to be happy about what has been accomplished here during the 35 years of our existence. The present parents, teachers and pupils may properly feel proud of belonging to an institution that has established itself in its field in so short a time, with such high standards of service and accomplishment, and with a unique reputation for pioneering in sound educational thought and practices.

It is pleasant to realize that in the short period of 35 years some thirteen or fourteen of our faculty have been chosen as heads of other educational institutions, so that we have a reputation as a training ground for school heads. It is gratifying indeed to remember how many of our graduates have chosen the teaching profession as their life work, for that desire in itself would indicate that their own early schooling had been satisfactory to them and that they hope to pass it on to others. It is an especially great pleasure and satisfaction to have six members of our present staff who are former members of our student body and to find them doing such excellent work and occupying positions of leadership and authority. Two members of our Board of Directors also are former pupils who now are guiding the policies of the School, one of them as its President.

Let us not forget also that there are so many children of former pupils who are now enrolled as students that we are almost taking them for granted. That, too, is another source of satisfaction to us all, and indicates our principle that the School is not at its best unless each of its three essential elements — parents, teachers and students — are actively participating in its well being.

But we would be foolish indeed if, on this occasion, we merely looked backward. For after all, the present reputation and standing of the School, as well as its methods, traditions and practices, we owe not to ourselves but those who have built and served the School before us. It would be folly indeed to rest on our oars with complacency because we find ourselves members of an institution which others have by their good work and sacrifices made famous and possible for us.

It should rather cause us to face squarely the fact that, because of their efforts and devotion on our behalf, we have inherited an opportunity to equal and, if

possible, surpass their achievement in what we hand on to the next generation of students that will follow us.

Experience has proven abundantly that one must deserve what he inherits or it will be his undoing. If we inherit greatly, we must learn to be worthy of that great inheritance. This we can do by what use we make of the gifts we receive and by the additions we make to those gifts. Certainly, this is particularly true of education. It never can become static or stand still but must be constantly growing and changing to meet the growing and changing conditions and needs that surround us. This is the great challenge of a parent's or teacher's calling. And to that challenge our school has been committed from its beginning.

We are dedicated to the principle that children need their homes just as much as their schools, in order to reach their full educational maturity. We have fought consistently from our first day the alarming and growing tendency in American education to relegate the homes to the position of mere lay figures in the children's development while turning over the schools to a bureaucratic professionalism which looks down upon the home's contribution to the child's intellectual and emotional growth. Here we always have worked together, parents and teachers, as co-workers in the vineyard, as colleagues and collaborators in the attempted solution of a very difficult but intensely fascinating problem.

This principle has proven its worth over the past 35 years. At first most of my colleagues in the field of school administration were astonished at our naivete in believing that such collaboration could be successful. They prophesied dire disaster if the parents were permitted to "meddle in the running of the school." But now, more often than not, we are asked for advice on how to follow in the footsteps of our Parents Association. The Parents Manual, which you have revised and brought up to date this summer, is a completely unique publication as far as I have been able to learn. It clearly indicates the success our predecessors in the Association achieved in their day. Now that success has been handed on to us, and we must proceed to demonstrate that we can be worthy of it and hand it on in the full vigor of its continued growth to those that come after us.

Such is the spirit of your Association. When you serve it, you are not contributing to a charity but rather contributing to your children's growth and fullest development, and through them to your own integration and fulfillment, but even beyond that to the betterment of the whole field of education in our country. As Socrates put it, "Noble is the prize and our hope is great."

PERRY DUNLAP SMITH

MESSAGE FROM THE PRESIDENT

As President of the Parents Association of The North Shore Country Day School, I wish to greet the new members of the Association and to welcome back the old members. Together, we can make this another year of satisfaction gained by working with other parents, the faculty and our children, a unique aim of the Association.

I urge all parents to attend the general meetings which we are planning, as well as the grade meetings, and to support all school activities. By doing so, the School family will again be the coordinated group it has been in the past.

PHILIP T. ATWOOD, *President*

CHANGES IN TEACHING PERSONNEL

Mrs. Fredrik Sandahl, who taught in Oak Park, Morton Grove, and at the River Forest Township High School, will teach Latin and one course in social studies in the Upper school. A graduate of the University of Iowa, Mrs. Sandahl received her master's degree from Northwestern University.

Ernst Benkert, a graduate of Country Day and Harvard University, will teach art next year. Mr. Benkert, who is a Winnetka resident, taught last year at the Fenn School in Concord, Mass. He is a veteran of World War II and served with the occupation forces in Japan.

Mrs. Randolph B. Putnam will be an assistant kindergarten teacher. Mrs. Putnam, who studied at Christian College in Columbia, Mo., and Northwestern University, has served as a volunteer teacher for several years at the Illinois Children's Home and Aid Society in Evanston.

Mrs. Richard C. Bleloch, a graduate of Wellesley, will be a new kindergarten teacher. She has had many years of beach class, summer day camp, and Girl Scout experience. This summer she was Director of the girls' program at the North Shore Country Day Camp.

Mrs. Harvey Wishart will be the new librarian. She was graduated from the University of Minnesota, received her B.S. in Library Science there, and worked for several years in the Minnesota Public Libraries.

EDUCATIONAL LECTURE SERIES

Mrs. Franklin J. Lunding, chairman, and Mrs. Myron Ratcliffe, co-chairman, have chosen Mr. Maurice Schumann, French Foreign Minister without portfolio, as the first speaker to appear on the Educational Lecture Series. Mr. Schumann, who was a leader in the Resistance movement during World War II, will take as his topic "What Next in France?", on Friday evening, October 9th, at 8:15 P.M., in the Auditorium.

The second speaker of the series will be Mr. Carl Mapes, chief map editor of Rand-McNally and Company. Mr. Mapes, who has a famous collection of old maps, will talk on "'How North America Became Known to the World", on Columbus Day, October 12th, at 10:35 A.M., in the Auditorium.

Parents are urged again this year to support the lecture series through ticket purchases. By doing so, outstanding programs on important subjects will continue to be presented to the students. A complete schedule of speakers and lecture dates has been sent along with the tickets.

MANUAL OF THE PARENTS ASSOCIATION

Under the sponsorship of the Parents Association, the Manual was revised during the summer. This manual describes the workings of the various committees, whose chairmen are listed in this copy of "Notes". All members of the Association soon will receive copies. We earnestly ask that you keep your copy and this issue of "Notes" in a handy place. We also urge that you volunteer for the committee work you would like to do.

I would like the Association to know that Mr. Stanley Ekman, well-known artist and Association member, drew the attractive map of our campus. Also, Mrs. Talley, registrar, and Mrs. Josephs, public relations director for the School, spent many, many hours of work and thought on this revision. I bow, deeply, in their direction.

MRS. PHILIP V. JEWEL, *Notes Editor*

NOTE ABOUT NOTES

The North Shore Country Day School is known throughout the land for the well equipped students it sends to colleges. Our headmaster, Perry Dunlap Smith, is a recognized authority in the field of independent school education. Our Parents Association is unique; it helps to bring more closely together the parents and the school. The parents themselves, finally, are active participants in school affairs; they actually work to make the school an extension of the home.

While this well-integrated program is known, admired, and no doubt copied in other communities, we find, in talking to parents in the North Shore area, that either they know little or nothing about the school program and philosophies, or that they have misconceived ideas about the school itself.

One way to correct this is by personal publicity, the expression of our thoughts to other parents who might be interested in enrolling their children in the school. There also is available some effective literature.

But literature, at best, can tell only part of the story of the school, and, this year, the school and the Parents Association again plan to send copies of the "Notes" to families who might be interested in the school. In this manner, we hope to acquaint other parents with the school philosophies, school activities, and the tremendous teaching talent available here.

Parents wishing to submit names of families who should receive the "Notes", may call Mr. Hanford.

THE EDITOR

OCTOBER CALENDAR

October 3 — Football — Racine Lutheran — here, 2 P.M.

October 5 — Junior and Senior Kindergarten and First Grade Tea — Walling Hall, 3:30 P.M.

October 9 — Educational Lecture Series — "'What Next in France?"— Maurice Schumann — Auditorium, 8:15 P.M.

October 10 — Football — Wayland Academy — here, 2 P.M.

October 12 — Educational Lecture Series — "How North America Became Known to the World" — Carl Mapes — Auditorium, 10:35 A.M.

October 17 — Football — Milwaukee Country Day — here, 2 P.M.

October 19 — 11th and 12th Grade Tea — Art Library — 3:30 P.M.

October 24 — Football — Milwaukee University School — there, 2 P.M.

October 31 — Football — Northwestern Prep — here, 2 P.M.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1953-1954

ADMINISTRATIVE OFFICERS

Headmaster ..... Perry Dunlap Smith
Dean of the Faculty and Acting Head of the Lower School ..... Nathaniel S. French
Dean of the High School ..... Cleveland A. Thomas
Head of the Middle School ..... Timothy Rhodes
Dean of Girls ..... Virginia S. Deane
Treasurer ..... George H. Hanford
Registrar ..... Jean K. Talley
Secretary ..... Mary Elizabeth Hunt
Head of Boarding Department ..... John C. Marsh
Director of Public Relations ..... Helen F. Joseph
Financial Secretary ..... Elsie V. Harridge
Secretary to the Business Department ..... Jennie L. Walgren
Office Secretary ..... Dolores C. Eldredge
Director of the Lunchroom ..... Regina Linnig
Director of Transportation ..... Kay Brunner

Lower School

Acting Head ..... Nathaniel S. French
Chairman of the Faculty ..... Kathleen Collingbourne
Executive Secretary and Admissions Officer ..... Jeanette Rumsfeld
Kindergarten Teacher ..... Grace Tarini
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Jan Klug
Kindergarten Assistant ..... Mary Claire Putnam
First Grade ..... Anne Fleming
Second Grade ..... Phoebe Swazey
Third Grade ..... Kenneth Allen
Fourth Grade ..... Zoe Lund
Fifth Grade ..... Kathleen Collingbourne

Middle School

Head ..... Timothy Rhodes
Instructor ..... Virginia Ingram
Instructor ..... William Steel
Instructor ..... George F. Eldredge

Upper School

English ..... Cleveland A. Thomas, head of dep't.
David L. Howe, John C. Marsh
Social Studies and History ..... Virginia S. Deane
Nathaniel S. French, Hildegarde Sandahl
Mathematics ..... Lewis A. Taylor, head of dep't.
Elsie V. Harridge, William W. Talley
Modern Language ..... Karla Landau, head of dep't.
Simone Valvo
Latin ..... Hildegarde Sandahl
Science ..... William W. Talley, head of dep't.
Dorothy Miles

Inter-School

Art ..... Ruth Linnell
Ernst Benkert
Dramatics ..... John C. Marsh
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Stephanie F. Wishart
Music ..... Vincent B. Allison, Jr.
Theo D. Dose, Dorothy Paige
Physical Education ..... Martin J. McCarty, Director
Bonnie Pick
Remedial Reading and Testing ..... Gerald E. Ostrom
Remedial Reading ..... Edith Potter
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade ..... Miss Ingram
7th Grade ..... Mr. Rhodes
8th Grade Girls ..... Mr. Eldredge
8th Grade Boys ..... Mr. Steel

Upper School, Girls

9th Grade ..... Mrs. Sandahl
10th Grade ..... Mrs. Harridge
assistant, Mrs. Eldredge
11th Grade ..... Mme. Valvo
12th Grade ..... Miss Deane

Upper School Boys

9th Grade ..... Mr. Hanford
10th Grade ..... Mr. Taylor
assistant, Mr. Benkert
11th Grade ..... Mr. Howe
12th Grade ..... Mr. French

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day BEFORE 10:00 a.m. to ask for assignments, and to call for them at the Office AFTER 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ABSENCES FOR REASONS OTHER THAN ILLNESS

The school authorities earnestly request that no child be taken out of school for trips prior to scheduled vacation periods, or delayed beyond them in being returned to classes except in most unusual circumstances, when special permission must be obtained from Mr. Smith.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

MEDICAL FORMS were due at the school office before September 14th. If your child's is not yet in, please attend to the matter immediately.

UPPER SCHOOL POLICY ON ATTENDANCE, ABSENCE AND FIELD TRIPS

ATTENDANCE: Students who are late to school are expected to report to the Office for a slip admitting them to class or study hall. Permission to leave the campus during the school day must be obtained from Mr. Thomas (boys) or Dr. Landau (girls). In no case is a student, while at school, given permission to drive a car other than his own or his family's.

ABSENCE: Students absent from school for reasons other than illness are expected, in advance of departure, to confer with Mr. Smith and to complete assignments to make up the work they will miss. Work not completed prior to departure may have to be made up with a tutor, and the student will not be re-admitted to classes until such work is complete. Students who return to school late after vacations must also confer with Mr. Smith upon their return and will not be re-admitted to classes until their work is completed, with the assistance of tutoring where necessary.

If a student is ill for more than one day, further assignments should be requested from the School Office. Students ill for more than two days report, upon their return, to the School physician. When absence from class, study hall, or athletics cannot be avoided in the case of a doctor's appointment, the student must bring written notification from his parents and is responsible for work in the classes he misses.

FIELD TRIP TRANSPORTATION: A student is permitted to drive a car on field trips or athletic trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL

1953-1954

Talcott Griswold, President
Boyd N. Everett, Vice-President
Peter A. Dammann, Secretary
George H. Hanford, Treasurer

Tilden Cummings
Leonard B. Gilbert
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William F. McKee
Charles H. Newman
Harold J. Nutting
Myron F. Ratcliffe
Perry Dunlap Smith

THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL

President, Mr. Philip T. Atwood, 44 Locust Road.....Winnetka 6-3476
First Vice-President, Mr. Paul C. Kimball, 745 Glendale Drive....Glenview 4-1697
Second Vice-President, Mr. G. W. Morgan, 631 Glendale Drive....Glenview 4-0486
Secretary, Mrs. Peter D. Ridenour II, 2039 Orrington Avenue.....Davis 8-3854
Treasurer, Mrs. Ray W. Smith, 258 Forest Avenue.....Winnetka 6-2833

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Perry Dunlap Smith, ex-officio, Standing Committee chairmen, and these members-at-large: Mr. James L. Allen, Mr. Duane L. Clinton, Mr. Will C. Grant, Mr. Peter D. Ridenour II, Mr. James M. Royer, Mr. Rudy L. Ruggles.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. Werner Pese, 418 Woodlawn Avenue.....Glencoe 1301
Athletic, Mr. Forest R. Lowrey, 507 Washington Street.....Wilmette 1759
Costume, Mrs. Florence Anderson, 657 Spruce Street.....Winnetka 6-3866
Mrs. Edward K. Hardy, Jr., 531 Grove Street.....Glencoe 224
Mrs. William V. Humphrey, 2201 Ridge Avenue....University 4-3882
Mrs. William B. Ray, 1282 Asbury Avenue.....Winnetka 6-3605
Mrs. Howard B. Simmons, 687 Hill Road.....Winnetka 6-4630
Educational Series, Mrs. Franklin J. Lunding, 150 Linden Street..Winnetka 6-2348
Mrs. Myron Ratcliffe, 309 Central Avenue.....Highland Park 2-7026
Faculty Teas, Mrs. Otto C. Neumann, 34 Indian Hill Road.....Winnetka 6-2878
House, Mrs. Philip T. Atwood, 44 Locust Road.....Winnetka 6-3476
Library, Mrs. Robert B. Schnering, 2401 Pioneer Road.....Greenleaf 5-1440
Lunch, Mrs. Lawrence H. Selz, 1261 Clavey Road.....Highland Park 2-0763
"Notes", Mrs. Philip V. Jewell, 1030 Lee Road.....Northbrook 851
Office, Mrs. Boyd N. Everett, 513 Walnut Street.....Winnetka 6-2230
Publicity, Mrs. Milton S. Carstens, 127 Glenwood.....Glencoe 130
Refreshments, Mrs. George C. Reeves, 176 Roger Williams...Highland Park 2-3892
Safety Council, Mrs. Forest R. Lowrey, 507 Washington Street.....Wilmette 1759
Steering, Mrs. John T. Pirie II, 1185 Laurel Avenue.....Winnetka 6-0606

STEERING ADVISORS

Upper School, Mrs. Louis J. Stirling, 825 Boal Parkway.....Winnetka 6-3135
Middle School, Mrs. Paul C. Kimball, 745 Glendale Drive.....Glenview 4-1697
Lower School, Mrs. Theodore Donaldson, 1010 Mt. Pleasant Road..Winnetka 6-2212

GRADE CHAIRMEN, 1953-1954

Junior Kindergarten, Mrs. Dwight Hightower, 623 Spruce Street...Winnetka 6-2322
Senior Kindergarten, Mrs. Preston A. Wells, Jr., 345 Locust Road..Winnetka 6-4459
First Grade, Mrs. Myron F. Ratcliffe, 309 Central Avenue....Highland Park 2-7026
Second Grade, Mrs. William J. Cosmos, 933 Sheridan Road...Highland Park 2-4477
Third Grade, Mrs. Robert E. Savage, 131 Apple Tree Road.....Winnetka 6-2184
Fourth Grade, Mrs. Franklin B. Bowes, 266 Forest Avenue.....Winnetka 6-0670
Fifth Grade, Mrs. William J. Sinek, 21 Locust Road.....Winnetka 6-1821
Sixth Grade, Mrs. Edward H. Collins, 110 Sheridan Road.....Glencoe 1650
Seventh Grade, Mrs. Charles M. Price, 3 Woodley Road.....Winnetka 6-5151
Eighth Grade, Mrs. Harold J. Nutting, 644 Pine Lane.....Winnetka 6-5131
Ninth Grade, Mrs. Carleton Blunt, 30 Indian Hill Road.....Winnetka 6-2248
Tenth Grade, Mrs. Charles H. Newman, Old Farm Lane.....Winnetka 6-3686
Eleventh Grade, Mrs. Mars P. Bishop, 2746 Broadway.....Greenleaf 5-4567
Twelfth Grade, Mr. George C. Reeves, 176 Roger Williams....Highland Park 2-3892
Mrs. Talcott Griswold, 101 Thorn Tree Lane.....Winnetka 6-3456

COMMITTEE CHAIRMEN, LUNCH ROOM

Monday's, Mrs. Sidney Smith, North Shore Hotel.....Davis 8-7457
Tuesday's, Mrs. Stanley M. Humphrey, 2518 Orrington Avenue....Greenleaf 5-3468
Wednesday's, Mrs. Herbert Woodward, 685 Ardsley Road.....Winnetka 6-0605
Thursday's, Mrs. Walter Stearns, Box 1146, Round Lake.....Round Lake 6-4417
Friday's, Mrs. Hyman A. Pierce, 2176 Sheridan Road.....Highland Park 2-0979

LUNCH ROOM NEEDS ASSISTANCE

If you are interested in a worthwhile project which will take only several hours each week, consider the lunch room. Here mothers may lend a helping hand to the lunch line and, at the same time, get acquainted with their children's friends and the school. Additional help is needed now, and more, certainly, will be needed during the winter vacation season. Simply call Mrs. Lawrence H. Selz, Highland Park 2-0763, and specify which day of the week you would like to assist.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI November, 1953 Number 2

IS IT SAFE TO THINK?

The parents of the 8th grade held their first meeting very promptly this year (September 29) and got off to such a successful and enthusiastic start that it seemed to me it would be well to share their experience with the rest of the grades. They followed the traditional plan of asking the subject teachers of their grade to explain to the parents the plans and objectives they have for the children this year, and particularly how the parents may best be of assistance to their children in carrying them out.

Mr. Steel's talk on his class in Social Studies was so helpful that I asked him to write a brief description of it to be printed here, so that you all may know how one of our distinctive classes is handled. The principles which he outlines will, of course, be applicable to many other courses and ages of pupils. I believe that it will be of interest to you all. The report follows.

PERRY DUNLAP SMITH

EIGHTH GRADE SOCIAL STUDIES

The 8th grade Social Studies course is divided into two parts. For the first two months it consists of preparation for the debatable issues which are to come later. This preparation consists of an examination of the privileges and corresponding duties which go with being a citizen of our country, an insight into methods of fallacious thinking (such as wishful thinking and rationalization), and an acquaintance with the techniques by which people will be trying to influence citizens' minds.

The second part of the course is taken up with a consideration of vital issues of our time. These are different in different years but some of them are:

Problems involving our relations with other countries

1. What should we do about trading or aiding other countries?
2. Do we want peace? Under what conditions? How best to get it?
3. What should we do about atom and H-bombs?

Problems involving relationships between human individuals

1. Heredity vs. environment
2. Popularity; how to get it; how important is it?
3. Why do we act as we do?
4. Making ethical choices

Labor-Management problems

1. How do problems arise?
2. What are some of the main problems?
3. In what ways can they be worked out?

Problems arising because of different minority groups living together

1. How do different minority and majority groups act?
2. How do they feel?
3. What are the problems?
4. What are different solutions?

What is the course trying to do?

It would make life simpler if people, upon reaching 21 years, became automatically interested, informed, and intelligent voters, but they do not. So just as we start developing children's abilities with numbers and words early, this course is designed to give them a start on the road to being citizens who are eager and able to handle the ideas which confront citizens in a democracy, in other words, to think.

Why does it come at this level?

This is the point in their maturing at which boys and girls begin to be able to master fairly abstract ideas. Their interest is branching out beyond the city baseball team and next weekend's movie, and here is the stage at which lasting ideals are formed. They are forming whether we like it or not, and it is our job to see that they have a chance to raise their eyes above the mud on their shoes. They can develop ideals of a Stalin or a Hitler, or they can choose to be constructive, democratic citizens.

Even if the tremendous surge of interest lasted several years so that we might give them a course later in high school, there is another reason for having it now. It is quite normal for a high school student to go through a stage (you may see signs of it already) of automatically rejecting anything his parents say. In 8th grade there is still a residue of the attitude that there might be some truth in parents' dicta. But there is also the beginning of the pupil's standing on his own feet. This makes the 8th grade an ideal time to engage in the discussion of controversial issues.

How can parents help?

The success of a course like this depends to a large degree on the parents. Two kinds of parents, I'm afraid, do not help much. One is the kind who says, "Look here, I am a Whig; your mother is a Whig; both of our families have been Whigs for generations, and you're a Whig too. That settles it." This won't help the child to think, nor will it work. He will probably be Whig-shy the rest of his life.

The other kind sits back in trepidation wondering what horrendous idea his formerly sensible offspring will come up with next. The action taken by this type is a very hard wishing that the youngster will not form the opinions which the parent is sure he will.

Between these two extremes, I am happy to say, is the large group which is able to consider their progenies' struggle toward good citizenship as important and are willing to leave their pedestal of infallibility to engage in a friendly give and take of ideas. This method, or course, entails the risk that your child will wind up in a camp which you think is all wrong, but I think I can truthfully say that any parent who has had the experience of participating in his child's growth like that has a relationship with him which he wouldn't trade for all the "right answers" in the world.

In most cases, when parents are discussing problems with their children (not hesitating to give their own opinions with reasons), it is important that they refrain from dictating what is written on the homework paper. This should be distillations by the pupil's mind of all the sides and evidence he has heard. Only thus will he really grow.

Do I indoctrinate?

Every year, and usually many times a year, after a heated discussion in class I will hear the question, "But, Mr. Steel, what do you think?" I always refuse to answer. If their feelings toward me are positive, they will be inclined to accept my opinion. If their feelings are negative, they will reject my opinion. In neither case will they have done any thinking.

Another teacher put his answer to this question much better than I can when he wrote, "knocking logical errors and comfortable illusions out of young people's heads is not a pleasant occupation. It is much pleasanter to preach one's own convictions. But how could I hope in a few weeks of contact to build up a view which should endure through their subsequent lives? It seems to me a more important service in the cause of civilization to develop a spirit of genuine regard for the weight of evidence and a power to discriminate between responsible and irresponsible sources of information, to inculcate the habit of admitting ignorance when we do not know, and to nourish the spirit of inquiry which is inseparable from the love of truth that makes men free."

What textbook is used?

All textbooks dealing with current and vital issues which I have found have either told what to think or have presented a predigested summary (made to appear exactly equal) of different viewpoints. The first kind violates the whole idea of the course and the second is completely atypical of life. In life one is bombarded by strong advocates of the viewpoints and he must sift the false from the true.

Our textbook then will be movies and propaganda literature of all sorts, with an emphasis on daily newspapers. We have a movie about every other day, but they are presented as points of view to analyze, accept or reject, rather than vehicles of material which the students are to swallow.

Some movies perform a service which I have seen performed in no other way so successfully. They give the pupils, by their identification with characters in the movie, an emotional appreciation of situations and ideas. In one movie a Frenchman whose wife had been killed by the Nazis, who risked his life with the underground, listens to an American soldier confess that he has thrown away chances to vote. To those who reacted with the Frenchman, voting will take on added meaning and, I dare say, frequency.

Can they understand all these complicated issues?

Last year on the final exam I included this question: "Criticism has been made this year that Social Studies should have been different because it took up questions which students, only 8th graders, were not mature enough to understand and make judgments on. Give a frank evaluation of that criticism."

One student, not the best, answered as follows: "When they said we could not understand I think they were wrong, because I think we do understand them.

I don't know whether they mean understand the whole problem or understand what we have learned. No one, not even a genius, could understand the whole problem if he hadn't heard all the facts. In this course we haven't begun to learn all the facts, etc., but we have learned some of them.

"When they said we weren't mature enough I think they were right and wrong, because we are mature enough to begin to understand and to begin to get an idea of what the problem is about. I don't think we are mature enough to make final and complete judgment on things that man has never settled."

This is the sort of attitude which I hope all the students will have by the end of the year.

WILLIAM STEEL

UPPER SCHOOL NEWS

The Upper School Girls' Art Classes recently visited the exhibit of Masterpieces of Japanese Art at the Art Institute in Chicago. The exhibit included about one-fourth of the national treasures on loan from some of the greatest collections in Japan.

The girls' hockey schedule included a game against John Burroughs, a co-ed country day school in St. Louis, on October 31st. The visitors were guests in the homes of varsity squad members.

College Representatives Due in November

On November 5th Miss Dorothy Skinner, Assistant Director of Admissions, Jackson College for Women, the women's part of Tufts College, will visit the School.

Mr. Edward Linner, Chairman of the Committee on Admissions, Vassar College, will visit North Shore Country Day School on November 11th.

On November 23rd Miss Alberta Brown, Director of Admissions, Pembroke College, Providence, Rhode Island, will be at the School.

The School is fortunate to have so many college visitors willing to give their time to talk with Upper School students, not only about the specific colleges they represent, but also about college opportunities and preparation in general. Candidates for admission have the chance also for a personal interview.

Our faculty also can hear at first hand of developments in the colleges and, in many cases, come to know personally some of the individuals who will work with North Shore Country Day graduates in college. We believe this assists in a smoother transition.

VIRGINIA DEANE, *Dean of Girls*

LOWER SCHOOL NEWS

The Lower School parents' meeting was held Tuesday evening, October 13th, in the Music Room of Walling Hall. Mr. French, Acting Head of Lower School, conducted the meeting, at which parents asked questions of the teachers. Discussion on these was limited to three minutes, which period was enforced rigidly. Approximately 80 parents attended the session. More meetings are planned.

A Brownie Troop of 3rd and 4th grade girls is being organized by Mrs. Allison. Mothers interested in helping with this project are asked to get in touch with her.

This year the Lower School has purchased 24 tickets for each of the Young People's Concerts presented by the Chicago Symphony Orchestra. The tickets are available to children of the 3rd, 4th and 5th Grades. Parents have been asked to give preferences as to concerts, means of transportation and the like. Tickets are $1.00 each.

CHRISTMAS TREASURE CHEST

Something new has been added to the activites of The Parents Association this year: the first annual Treasure Chest, a sale of Christmas gifts to be held in the girls' gym on Saturday, December 12th.

Mrs. Ben Harper, chairman, has asked parents to bring to the School office gift items which can be sold. Antique glass, silver, costume jewelry, aprons, linens, candles, mugs and tea services have already been sent. More donations are needed.

Mrs. John T. Pirie II, 1185 Laurel Avenue, Winnetka, has turned her trophy room into a workshop. Mothers have been invited to come and help make net aprons, felt Christmas stockings, decorations and sequinned table cloths. Here is a prime opportunity for all mothers to meet other parents, alumni and friends of the School while working on a worthwhile School project.

VAUDEVILLE

Upper School students are busy with rehearsals for the Vaudeville, which will be held in the auditorium Saturday evening, November 14th, at 8:15.

The Vaudeville is the annual show presented by the Upper School students. Different groups, classes or individuals present acts of singing, dancing or comedy. Most of the students participate in the production in some way or other, whether it be onstage or backstage. The Vaudeville is sponsored by the Student Council, and the money goes toward paying refereees for School sports.

The co-chairmen of this year's production are Pat Blunt and Rod Lowrey. Gay Stirling is business manager, and Flo Friestedt is in charge of publicity. Tickets, priced $1.00 each, may be purchased from the students.

COSTUME COMMITTEE NEEDS

Mrs. Florence Anderson, chairman of the costume committee, requests old sheets, cotton spreads, blanket boxes and plastic blanket bags to be used for protecting the School's valuable collection of costumes. If torn, any of these coverings can be mended by the committee. Mrs. Anderson's telephone number is Winnetka 6-3866.

MUSIC LESSONS

Arrangements have been made again this year for instrumental instruction at the School. Mrs. Paige will continue to give lessons in piano and recorder. Those interested in voice, clarinet, flute, trumpet, horn, trombone or organ may contact Mr. Allison.

COMMITTEE WORKERS NEEDED

If you have not already done so, please fill out and return the postal card enclosed with the Manual. The committee chairmen would like you to check the committee or committees on which you would like to serve this year. They also would be most pleased if you would indicate the first, second and third choices of committees you would like to help during the year 1954-1955. In this way, parents' interests may be ascertained, and committee chairmen will greatly helped next year.

NEW CHAIRMEN

The new chairman of the Library Committee, replacing Mrs. Robert B. Schnering, is Mrs. Arthur M. Barrett, 1432 Asbury Avenue, Winnetka 6-5095.

The new junior kindergarten grade chairman, replacing Mrs. Dwight Hightower, is Mrs. Jean B. Thompson, 1611 Shermer Road, Northbrook 91.

NOVEMBER CALENDAR

November 5 — Girls' Hockey — Roycemore, there, 3:15 P.M.

November 7 — Girls' Hockey — Ferry Hall, here, 10 A.M.
Football — Milwaukee Lutheran, there, 2 P.M.

November 9 — 10th Grade Room Meeting at the home of Mr. and Mrs. Charles Newman, Old Farm Lane, Northfield, 8 P.M.

November 10 — 12th Grade Room Meeting of Parents and Students in the Music Room of Walling Hall at 6:30 P.M.

November 14 — Vaudeville — Auditorium, 8:15 P.M.

November 16 — 6th, 7th and 8th Grades' Tea-Art Library, 3:30 P.M.
Football Dinner — Lunchroom, 6:30 P.M.

November 17 — 11th Grade Room Meeting at the home of Mr. and Mrs. Mars Bishop, 2743 Broadway, Evanston, at 8 P.M.

November 18 — 4th Grade Room Meeting at the home of Mr. and Mrs. F. B. Bowes, 266 Forest Avenue, Winnetka, 8 P.M.

November 23 — 9th and 10th Grades' Tea-Art Library, 3:30 P.M.

November 26-29 inclusive — Thanksgiving Recess

November 30 — Educational Lecture Series — Dr. Davies Lazear, "Color on the Wing"; Auditorium, 10:45 A.M.

December 1 — Basketball — Wheaton, there, 4 P.M.

December 5 — Basketball — Glenwood, there, 2 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI December, 1953 Number 3

TOWARD PEACE ON EARTH

As the Christmas season approaches, one's thoughts naturally tend to turn toward the age-old longing for peace and good-will throughout the world. This is particularly true in our present period of confusion which has already come to be designated as the age of anxiety.

Mankind has yearned for an end to armed strife and slaughter since we emerged from the jungles but we have been baffled by the problem of how to bring it about. Human nature being what it is, it seems almost impossible to find ways and means of controlling it to a point which will provide other methods than fighting as a way of settling our differences and disputes.

But do we not too often forget that, while human nature has indeed an overpowering instinct to fight when thwarted and opposed, it also has many other impulses, some of them of great strength, which tend to lead us in more constructive directions, and thus could be used to help counter-balance the fighting instinct which we have inherited from our animal ancestors?

Every kindergarten teacher and almost every mother of young children soon discovers that there are indeed two outstandingly strong instinctive forces motivating little children — the aggressive desires which prompt them to fight or to impose by force their wills upon others, and the cooperative or social instincts which make them strive to be of use to their fellows and to be accepted by them. A teacher soon learns that she can appeal to either of these motives as a means of stimulating action on the part of the child — but she sometimes fails to realize that it is of tremendous importance to the future attitudes of the child and through him to the attitudes of our civilization that she select the motive which will be more constructive in the end.

For instance, she can appeal to the children if she says, "Let us see who can paint the prettiest picture," or, "Who can get dressed first?" This will usually produce results that are quite obvious in the increased activity of the children. But are there not also some less obvious results that she ought to consider? The child that achieves the picture that the teacher chooses as "prettiest" (and what teacher really knows which one is the most beautiful?) may easily form an attitude of smug

satisfaction in standing at the top, or in wanting to excel at all costs. This, of course, can apply to only a few, for only one can win in each race. But what of the effect on the great majority of the group, those that do not win? They may learn how to take defeat and frustration gracefully, it is true; but many of them may learn that no matter how hard they try some more fortunately endowed child can surpass them and with much less effort.

On the other hand, if the teacher uses the other appeal, the one to their social instinct, by saying, "'Who would like to help make this room more beautiful?" or "Let us see how many helpers we have today," she is often surprised at the amount of activity these suggestions will evoke. Nearly every child wants to feel that he is of use to his fellows, but this incentive is seldom fully exploited in homes and classrooms. It has the added attraction, moreover, of tending to build in the child a sense of satisfaction in sharing with others, in contributing to the happiness and welfare of the group rather than in forcing himself to stand ahead and above the others.

I do not mean to imply that no competitive situations should not be set up. That would be both impracticable and ingenuous. Moreover, nature provides so many inescapable opportunities for competition and aggressive responses that we do not need to worry for fear the child will not have ample practice in meeting and surmounting such situations. There would seem, therefore, to be little need of artificially increasing the number of occasions.

If we are going to create artificially opportunities to practice and strengthen either of these potent human impulses, would it not be wiser to focus our efforts largely on setting up situations in which the child may discover the satisfactions that come from being of use to his fellows and the community in which he lives?

If we are to find a closer approach to the ideal of universal good-will and brotherhood, starry-eyed and idealistic as that hope may be in our present confusion, we may at least begin in our own homes and schools with an attempt to strengthen this cooperative impulse in human nature. This will, of course, not solve the problem, but at least it is a step in the right direction.

As a school we have always tried to practice this ideal. That is why we attempt to play down such competitive devices as "honor rolls", class rank lists, and even competitive marking systems. We have never given prizes or artificial rewards for scholastic achievement, believing that the achievement was of itself a much more just and satisfying reward. I believe our theory has proven itself to be correct in that the attitudes of so many pupils have risen year after year above what President Lowell of Harvard used to call "the Prep School Attitude" to that of "the College Attitude". He defines these as follows: the student who regards his academic work as a duty is still in the prep school phase, while one who looks upon

his studies as an opportunity which he is eager to seize has reached the college level of emotional opportunity.

We have found at North Shore that when boys and girls are given plenty of practice in working for their higher motives they tend to rise to that level quickly, and conversely that when their cooperative and constructive instinct is short-circuited by competitive and aggressive impulses they do not realize that there are equally great and even greater satisfactions to be had from the more contributive types of experience, and hence do not attempt to achieve them. Each year we are surprised at the number of students in our graduating class who, regarding studies as an opportunity, have chosen to carry several more courses than the colleges require. This, it would seem, is a healthy symptom of later success continued in colleges, and usually proves to be correct.

This attitude of deriving satisfaction from being of use to one's fellows and of working for the joy of learning itself and not for some ulterior or material reward, is consciously inculcated throughout the School. It tends to produce clear-thinking individuals, sensitive to the rights of others and anxious to make a real contribution to the happiness of all. Is it too much to cherish the hope that such citizens may help to bring us closer to that ideal of human understanding and brotherhood which is prevalent at Christmastime in so many countries throughout the world?

PERRY DUNLAP SMITH

CHRISTMAS MUSIC

During the festivities of "Christmas Week" at North Shore this year, two programs will be devoted to music of the season, both in collaboration with other departments of the School.

The Ensemble and A Cappella will share one program, singing as separate groups and in combination. In the second program the choruses of the Lower, Middle and Upper Schools will perform, and there will be carol singing by the entire School, with special descants to be sung by the Lower School. The Upper School is working on choruses from "The Messiah", including the "Hallelujah" chorus, while the newly formed Middle School chorus is preparing for its initial Christmas appearance.

The final offering of the week is the Christmas play, for which music will be supplied by the A Cappella and the Ensemble. This afternoon will close with the traditional singing of "Stille Nacht" from the foyer of the auditorium by the Upper School.

VINCENT ALLISON

CHRISTMAS PLAY

When this issue of "Notes" was sent to the printer, Mr. Marsh had not yet decided on a particular Christmas play. However, it will be an old Christmas mystery play.

As usual, the 9th grade boys and girls will take the parts and help with the scenery, costumes and lighting. Rehearsals started immediately after Thanksgiving. The play will be presented on the final day of school before Christmas vacation, on December 18th.

The Christmas play program has traditionally been one of the most beautiful presentations of the school year. The entire student body contributes to the program, and many parents and alumni attend.

CHRISTMAS TREASURE CHEST

The Christmas Treasure Chest Sale, with Mrs. Ben Harper as chairman, will be held in the girls' gym on December 12th, from 9 A.M., until 6 P.M.

Mothers, alumnae and friends of the School have been meeting daily at the home of Mrs. John T. Pirie II, chairman of the steering committee, to sew and decorate Christmas gift items to be sold. Among these are sequined tablecloths, luncheon sets, aprons, Christmas tree ornaments and decorations, toys, felt Christmas stockings, and decorated straw baskets to be used as handbags.

The committee urgently requests that parents, friends and alumni contribute more treasures to the Sale. These may be left at the School office or Mrs. Pirie's home, 1185 Laurel Avenue, Winnetka.

Mrs. Harper welcomes volunteers for this worthwhile project, money from which will be used to buy complete photographic equipment for the school. Here, too, is an excellent opportunity to do Christmas shopping early and conveniently. Do attend the sale and bring your friends, too.

LOWER SCHOOL TOY SHOP

Activities are now in full swing in preparation for Lower School Toy Shop which will be held Saturday afternoon, December 5th from two to five. The Parent Committee, with Mr. Robert Brew as chairman, and a faculty committee met to make preliminary plans. Mrs. Franklin Bowes and Mrs. Nathaniel French visited several nursery schools to find out where help is needed, and Friday, November 20th, a Toy Shop committee of eight children visited Lower North Center and St. Matthews' Parish House Nursery School to see for themselves what the children have and to plan what can be made for their Christmas. These children then made a report to the Lower School and this report was sent home to the parents. Children have been bringing to school books for Lower North

Center, clothes for Chicago Commons, and used toys to be repaired and put in good condition for the children at the nursery of St. Matthews Parish House. Materials will be ready for concentrated work in repairing old toys and making new things on the Saturday of Toy Shop. Last year's Toy Shop was a huge success due to close cooperation of children, parents and faculty. We are hoping to match that success and the enthusiasm shown so far is encouraging.

THE FOOTBALL SEASON

I hope that those who read these "Notes" will not assume that all was lost during the last football season, even though we lost all of our games and most of them by large scores. In fairness to the boys on the team who gave 100%, they must be defended. It seemed that the boys entered every game with their hearts in their hands because they didn't have much else to offer.

They were outmanned in numbers and maturity, yet they knew that they had to defend their honor and that of the School by going all out. They took these severe beatings without complaint or any sign of bad conduct. Other boys and other schools have not finished out their seasons under even more favorable conditions that we found ourselves in. The North Shore boys finished their season full of fight and made the last game their best one.

MARTIN MCCARTY

LOWER SCHOOL MUSIC

Children in the fourth and fifth grades have attended one Childrens' Symphony Concert and plans are being made for them to attend again Tuesday afternoon, December first. Work done in their music classes at school prepares the children for a better appreciation of music at these concerts. Children in other grades will have an opportunity to attend concerts during the year. Many children are taking private lessons at school on both string and wind instruments as well as piano lessons. The second grade has started a class on the recorder. All of the children have begun work on Christmas songs in preparation for their singing at the Christmas Play for the whole school.

VIOLIN LESSONS

Mr. Swigart is again teaching pupils in violin at the School. Interested parents may get in touch with him through Mrs. Dose.

COSTUME COMMITTEE

Mrs. Lawrence H. Selz has offered to direct the cataloguing and indexing of costumes. Volunteers who do not, or cannot, sew, press or fit costumes, will be welcomed by Mrs. Selz. Her telephone number is Highland Park 2-0763.

DECEMBER CALENDAR

December 5 — Basketball — Glenwood, there; 2 P.M.
Lower School Toyshop; 2 - 5 P.M.

December 7 — 2nd, 3rd, 4th and 5th Grades' Faculty Tea — Walling Hall; 3:30 P.M.

December 8 — 1st Grade Parents' meeting at the home of Mr. and Mrs. Theodore Donaldson, 1010 Mount Pleasant Road, Winnetka, 8 P.M.

December 11 — Basketball — Milwaukee University School, there; 7 P.M.

December 12 — Treasure Chest, Christmas Sale — Girls' Gym; 9 A.M. until 6 P.M.

December 14 — Christmas Tableaux — Auditorium; 10:35 A.M.
Presented by Upper School Art and Music Departments

December 15 — Christmas Music — Auditorium; 10:35 A.M.
Presented by the Music Department

December 16 — Christmas Reading — Auditorium; 10:35 A.M.
The Headmaster, Mr. Perry Dunlap Smith

December 17 — Santa Claus Party — Boys' Gym; 10:35 A.M.
12th Grade Parents' and Students' Buffet Meeting — Walling Hall Music Room; 6:30 P.M.

December 18 — Christmas Play — Auditorium; 4 P.M.
Presented by the 9th Grade Students

(Seats reserved for 9th grade parents until 3:55 P.M. No classes for Lower School on this day. Pupils, grades 1 through 5, will report to grade room teachers at 3:30 P.M., and sit with their own grade for the play. Regular school day for Middle and Upper students. ALL BOYS REQUESTED TO WEAR COATS AND NECKTIES.)

December 19 — Basketball — Milwaukee Lutheran, here; 2 P.M.

December 21 — Christmas Vacation Begins.

January 5 — School re-opens; 8:30 A.M.

A most cordial invitation is extended to all parents to attend the special Christmas programs. Each is an outstanding event in the School year.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI January, 1954 Number 4

BUSINESS LOOKS AT YOUTH

One of the most interesting parents' meetings that I have ever had the pleasure of attending was that arranged by the parents of the senior class last month to discuss the problem of what employers today look for in the young people who apply to them for positions. The officers of the senior parent group had persuaded four of the fathers, each of whom had achieved outstanding success and distinction in some well known business enterprise, to act as a panel, and the boys and girls as well as the faculty of the senior class all were invited to attend the meeting. The interest in the meeting was so great that three outsiders appeared and asked if they might have the privilege of listening in. One of these was an officer from the Glenview Naval Air Station, and the others were students from Northwestern University School of Commerce.

The panel consisted of the president of a national chain store corporation, the vice-president of a large insurance agency, the general manager of one of the largest motor truck companies, and the personnel director of a famous steel company. Each has had wide experience in the field of employment and in distinctly varied types of occupations, yet their unanimity of opinion on the qualities in young people which were valued most in their own companies was astonishingly great.

They all agreed that ability to get along with people easily and readily was of utmost importance. As a correlary to that, they looked for that intangible characteristic called leadership: the ability to get people to want to do the things that are necessary in a given situation combined with an ability to initiate and pioneer new lines of activity in meeting and solving problems as they arise. The ability to make sensible and clear-cut decisions is certainly also an important element in this quality.

Equally high on the list was what could be described as "intellectual curiosity", or, as one of the panel put it, he looked for young people who had "an active curiosity about learning more" while they were on their jobs; i.e., young people "who were still studying and learning". They all agreed that this attitude was an essential to usefulness and to success, for without it an employee could not take a real interest in his work or develop loyalty to his company.

A third quality which each of these gentlemen rated very high was the ability to stick to a job until it was completed, particularly in the face of discouraging obstacles and disappointments. This is aided greatly, of course, by maturity of emotional development, the ability to look ahead and sense the future in terms of the present; a sense of purpose and drive, in other words, which immature individuals do not have, but without which an employee is not of great value to his firm.

Of course, as one of the speakers pointed out, a sense of purpose or ambition of itself may or may not be a valuable asset. It all depends on what the purpose and goal of the individual is. If it is largely selfish and self-centered, it will, of course, be worse than useless to the company and act as a detriment and a disintegrating factor, but when the purpose is an unselfish and forthright one with the best interests of the company and, through service to its consumer body, the betterment of the community and even of mankind as its goal, it becomes a priceless possession, both to the person himself and to the employing corporation.

In all of the qualities mentioned here could be sensed a definite implication which bound them all together; namely, the need for young people who had been taught to think well and with confidence, who had acquired not only a basic equipment of skills and had developed abilities to the full in the direction of independent initiative and ambition on the one hand, and service to the common good of all on the other. The habit of unselfish and incisive thought, of working only for altruistic and far-sighted motives is something that every modern enterprise seeks for avidly among its employees at all levels, for business executives know such qualities are essential to success and progress. This conclusion was obvious to each of us who were present at this stimulating discussion.

To the young people who were there, and especiallly to those of us who were experienced in the teaching profession, the omissions were even more interesting and significant that the definite assertions. There was, for instance, no mention of early specialization in any field of learning. Nothing was said about the need to learn the techniques of the company's type of production; on the contrary, all emphasis was directed toward securing a broad and liberalizing background for emotional growth and for understanding human nature, one's own as well as others'. This all pointed to a return to belief in a Liberal Arts or Humanistic course of study in college, and would seem to indicate a warning against too early or too much specialization, at least until a broad foundation in what has now come to be called general education has been firmly laid.

Possibly the above convictions on the part of such experienced and distinguished men as those who were the members of this panel is one explanation of their interest in and loyal support of our school. For the qualities they em-

phasized are the very ones which from the beginning we have set as goals which we hope will be achieved in our type of education. The importance of learning to get along with people, to work harmoniously in groups, to have a purpose and motive in our work beyond our own immediate pleasures, has been stressed in all classes and activities. It is for that reason that we see to it that every child has as many experiences as possible every day, as a member of a group, so that he may realize the lasting satisfactions of contributing his share to the general good of all, rather than by gratifying his less worthy instinct of ambition to excel all others and thereby stand alone.

That is the reason back of requiring active participation of everybody in a program of team sports every day, and is the purpose of the many activities in which the older pupils work with and share with the little ones, such as Toy Shop, Clean-up Day, etc. Particularly, it is the object of our so-called socialized recitations in which every pupil is stimulated and encouraged to contribute his or her thoughts and ideas to the common problems which the class is discussing.

It is obvious that this method of learning leads quite directly to independent thinking and intellectual curiosity on the part of the pupils, a result which has brought comments about our students, not only from the gentlemen of this panel but also frequently and repeatedly from the deans of our leading colleges. Such qualities are learned by imitation and practice rather than by exhortations and lectures; hence we arrange and carefully provide as many opportunities as we can devise whereby the student will be able to participate in such experiences, and on the other hand avoid persistently everything tending to emphasize selfish or unthinking compliance or routine which would tend to repress interest and critical thought.

A school dedicated to the development of such qualities always will provide its pupils with ample opportunities for practising them, but it must also select a teaching staff of individuals not only able and willing to set an example in this direction but also habitually conditioned to do so. That our school has achieved this ambition is obvious to visitors to our morning assemblies of late where teachers and pupils participate with equal interest and sincerity in vivid discussions of challenging problems, and yet without signs of acrimony or disrespect. A recent visitor commented that he knew of very few other schools in the country where this could happen. I am sure that with us this unusual competence can also be attributed to the fact that a similar atmosphere is to be found in so many of our pupils' homes, which is another example of the fact that basically "Education consists of presenting the right conditions for growth".

PERRY DUNLAP SMITH

GIRLS' PHYSICAL EDUCATION NEWS

The physical education department would like to remind all parents that Friday afternoons have been made free so as to permit time for dental and medical appointments, fittings, shopping and so forth. We also wish to remind parents that the Upper School physical education classes after 3:30 P.M., are considered definite class time, on a par with academic classes. Students should not miss these classes during the week. We would like to call this matter especially to the attention of the freshman parents who may still be getting acquainted with the Upper School program.

The winter program for the girls will take on a new aspect this year, with the addition of a dance section four days a week. With the assistance of an instructor of the famous Sybil Shearer School of the Dance, the girls in this section will receive instruction in the fundamentals of the dance and body mechanics.

The varsity basketball team will meet as usual five days each week, and will begin the season of interscholastic play about the third week in January. Many of the games will be played on the girls' home court, and parents are invited to come as often as possible to lend vocal and moral support.

A third section of physical education will be devoted to sports and games. In this section the girls will participate in a variety of activities, including basketball, volleyball and recreational games. Co-educational sports and games also will be included. It is hoped that mixed bowling may be added later in the term.

BONNIE PICK

SCHOOL ACTIVITIES

On December 4th and 5th five Upper School girls attended the Mid-West Preparatory School Conference on Religion, an annual Chicago meeting sponsored by the Council for Religion in Independent Schools, and attended by some sixty boys and girls from ten to a dozen schools. This year the conference emphasized some of the moral and ethical criteria influencing our choices in everyday situations. Approximately half of the time was given over to discussion in small groups of ten or fifteen, each group analyzing the factors involved in a specific situation which presented alternate actions. These were followed by a meeting of the whole conference to share solutions. Our students report the content of the conference rewarding, and enjoyed meeting students from other schools. Girls in the present junior class will have a similar opportunity to attend the week-long Lake Forest Religious Conference, sponsored by the Headmistresses Association of the Middle West, after school in June.

Colleges whose representatives have visited the North Shore campus this year to talk to students include: Pennsylvania College for Women, Pomona, Sarah Lawrence, Jackson College for Women, Colgate, Wesleyan, Vassar, Wellesley, Pembroke, Trinity, Mills, University of Pennsylvania, Cornell, Bennington, M. I. T., Rockford, Harcum Junior College, Colorado College, Hood, Brown, Wheaton, Stanford and Kenyon.

Two group expeditions not connected with any one class have recently taken place. We were invited to send a delegation to a Three County High School Conference on Inter-racial Problems held under the auspices of the National Conference of Christians and Jews at the downtown campus of Northwestern University. Twelve Junior Girls attended this all-day conference, and were much interested in the talks by Dr. Ashley Montague, an anthropologist of note, and in the discussion groups of twenty to thirty students each, led by high school students. The students wrestled with the vast problems of discrimination, particularly as they affected youths in their families, schools, and cities. Our delegation felt that their eyes had been further opened, and that they returned with a bit more direction to their thoughts on these matters.

On another occasion a car-load of students from each of the Upper School classes went on an expedition to visit the possible recipients of our Toy Shop products. We picked up some of the wheelbarrows that we had made last year and which were a bit the worse for wear. Coincidently, we took the opportunity to look into three of the nurseries on the North Side and see their work and their needs. The students who made the trip later told the others about it in a Morning Ex, and led the various production groups in the Toy Shop on Monday afternoon, December 14.

TYPING LESSONS

The School has been successful in securing the services of Mrs. M. B. Schwimmer to teach typing. Those students whose parents have signed the typing contracts will take the course during the second semester, except two or three whose schedules will not permit it. Others who have not signed up, but are now interested, may speak to Miss Deane or Mr. Thomas.

CLEVELAND A. THOMAS

RUG NEEDED

Anyone having a rug they no longer need, should call Mrs. Atwood, Winnetka 6-3476. Faculty lounge rug is in bad shape and should be replaced as soon as possible.

FEBRUARY CALENDAR

January 4 — Basketball — Francis Parker, there, 4 P.M.

January 5 — School re-opens after Christmas recess, 8:30 A.M.

January 6 — Basketball — Latin, here, 4 P.M.

January 9 — College Boards for Seniors, 8:30 A.M.
Basketball — Glenwood, here, 2 P.M.

January 13 — Basketball — Lake Forest, there, 4 P. M.

January 16 — Basketball — Milwaukee Univ. School, here, 2 P.M.

January 18 — Educational Series — Warren Brown, "Sports Today" — Auditorium; 10:45 A.M.

January 19 — Basketball — Racine Lutheran, here, 4 P.M.

January 23 — Basketball — Wayland Academy, here, 4 P.M.

January 25-28 inclusive — Second Term Examinations

January 27 — Basketball — Lake Forest, here, 4 P.M.

January 29 — Upper School excused at noon; Opera Kick-Off

January 30 — Basketball — Milwaukee Country Day, here, 1:30 P.M.

February 1 — Second Semester begins

February 3 — Basketball — Luther South, here, 4 P.M.
Educational Lecture Series — Dublin Players in "The Devil's Disciple"; Auditorium, 8:15 P.M.

February 6 — Basketball — Northwestern, there, 7 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Voume XVI | February, 1954 | Number 5

PERHAPS WE HELPED

It is almost trite to say these days that we are in the midst of tremendous social changes, yet while such a statement is usually accepted quite readily and calmly, it is not always sensed realistically enough to induce us to change the even tenor of our own lives to any marked degree. We accept the situation with our heads but not with our hearts.

Every year when our pupils return to the school routines after the exciting experiences of the Christmas holidays, they unconsciously bring back much that is of interest to those who are alert to the symptoms of alteration in the customs and patterns of our social thinking. This year the evidence that constructive and beneficial trends are setting in has seemed to be more definite than any I have been aware of in the last twenty-five years.

The problem in its elements is relatively simple. It consists in the fundamental fact that during the last two generations the population of our part of the country (and indeed of all of the United States east of the Rockies) has shifted in the vital matter of the proportion of men to women until now, after two world wars, there are slightly more women in every community than there are men.

This may seem to be a trivial fact, but its effect on our social behavior and attitudes is profound. Two generations ago all our dances and balls were program dances. Moreover, the young ladies went to these well organized functions accompanied by their parents or other qualified chaperones and were brought home in the same manner. There was no such thing as "dating", and any young man who danced more than five or six dances with one girl was considered to have shown rather bad taste in that he had made the young lady unduly conspicuous.

It was relatively easy for the host and hostess at any dance to see to it that every girl had a good time and that no one was left out after they had arrived. This type of dance, therefore, could succeed if there were an equal number of boys and girls present, although it was more successful when there was a slight preponderance of boys.

The invention of the telephone gave the coup de grace to the program dances. Their fate was sealed as soon as the majority of homes had installed this new means of communication. The young no longer waited to fill their programs until they arrived at the party but filled them long before by the simple expedient of the telephone. Hence, any girl whose program was not filled beforehand knew that she was doomed to have an unpleasant evening and promptly developed a headache or found other excuses for staying home.

But young people are not easily confined by convention. They tend to develop expedients to gain their ends. So they began to "tap in" or "cut in" during the encores of the dances listed on the programs. This at least gave boys, whose programs had not been previously filled, a chance to dance even with the most popular girls. The new device spread rapidly and particularly in centers where there was a large surplus population of males due to the presence of colleges. Alert mothers of eligible daughters in Cambridge, New Haven and other eastern college towns soon had adopted the new plan and it spread across the country.

It was not fully realized, however, that, in order to succeed, this type of party required twice as many boys as girls on the ballroom floor and hence was no great boon to the young ladies. An elaborate usher system was devised to help overcome these difficulties, but in spite of this, the hard fact remained that the population figures, as shown by the census, were showing a steady drop in the proportion of men to women and hence the new system was doomed.

People tend to resist change, however, and as the hostesses continued to persist in giving the kind of dances which they had known in their youth, the young people again began to find their own antidotes for their difficulties. Since the cut-in type of dance necessitated twice as many boys as girls, and since there was not even an equal number of boys to be had, girls refused to go to dances unless a faithful swain would go with them and be available all evening. Hence the "going steady" custom evolved.

While this custom alleviated some of the evils of the present system, it did not solve the problem, which in its essence is to devise a method whereby one may conduct a party at which there may be even a few more girls than boys, but which will still permit everyone to have a chance to have a good time.

Another essential problem of young people is to meet and know as many members of the opposite sex as one can, with the purpose, albeit unconscious, of learning to tell the real thing from the shoddy and tinsel, so as later to make a wise choice of a permanent mate. "Going steady" does little toward moving in that direction. Hence, most boys and girls do not like the idea and conform to it only because they see nothing else they can do.

Of late, however, certain cracks are appearing in this discouraging front. Double and multiple dating has appeared and is steadily growing. Young people seem to realize how much more fun they can have by circulating at dances rather than by sticking to one person all evening.

Our eleventh graders gave a dance just before the holidays at which an attitude was created which made it possible for girls not only to come to the party without dates but also to have equal privileges with the boys in "cutting in" after they got there. I remember few school parties which appeared to be more successful and at which a greater number of guests seemed to be having as much fun. The students report that at the more formal Christmas balls in town it was quite usual for girls to go without "dates", and that those who did were surprised to find that they enjoyed themselves thoroughly. In fact, the only complaints I heard were from girls who had been "dated" to go to some of the dances given by classes of the large high schools where the "going steady" custom has not yet been outgrown.

As our boys and girls have been working on these problems for several years, trying to understand them and to devise methods of overcoming the difficulties which the shift in the girl-boy population ratio has forced on society, it was most gratifying to find that some changes were beginning to take effect. Incidentally, it was good to learn that much more sound judgment was being exercised by both parents and children in the matter of the number of parties and the length of the parties they attended. There seems to be distinct evidence that things were much better than they used to be, even a few years ago. I believe that the influence of the School and its parents and pupils in helping to bring about a trend in this more reasonable direction has been a positive and beneficial one.

PERRY DUNLAP SMITH

MR HANFORD REPORTS

Two committees of the Board of Directors with which I work closely are the Scholarship and Educational Fund Committee and the Enrollment Committee. A few words about each might be appropriate in your February issue of NOTES.

As of the first of the calendar year, over $22,000 had been contributed to the Scholarship and Educational Fund. This amount is slightly below the comparable figure a year ago. Since our need this year will be at least as great as it was in 1952-53, may I ask that you give serious consideration to your participation in the program this spring.

Despite the efforts of the Fund Committee to spread information about the purposes and needs of the program, there may be some parents who do not fully

understand the scope of the Scholarship and Educational Fund. If you should be one of these, please feel free to get in touch with your grade Fund representative — you have undoubtedly heard from him — or with Len Gilbert, chairman of the Committee, or myself.

You have also heard from me about one phase of our Enrollment Committee work. May I urge you again to send in names of prospective families. Send them to me at the School and we will see that literature is sent and that proper personal follow-up is made.

Further I hope that you will review the question and answer manual which I trust you have received by now. We want your advice, suggestions, and criticisms. We also want you to put the information to work in your community.

Our School is tops now. But that is not reason for complacency. A few more students in various grades would strengthen our over-all position. The children in families with which you would like to have your children associate are the students we want. That is why we come directly to you.

Please give these two programs your thoughtful attention, now!

GEORGE H. HANFORD

CLASS ACTIVITIES

On January 27th the 7th grade visited the facilities of the Pennsylvania Railroad. Of particular interest was the commissary department that stocks the dining cars, and the freight yards where cars are sorted and trains are made up.

* * * * *

During the month of February the 5th grade will make a visit to the Historical Society. The students are hoping to present a play for the Lincoln Birthday Morning Exercise.

* * * * *

Middle School Basketball Schedule

February 4th: 7th and 8th Grades play Francis Parker here at 3 P.M.
February 6th: 6th and 7th Grades play Sacred Heart here at 1:30 P.M.
February 9th: 7th Grade plays Grange Club here at 3:30 P.M.
February 12th: 8th Grade plays Sacred Heart there at 3 P.M.
February 26th: 8th Grade plays Lake Forest there; time unannounced.

Having undergone surgery during the Christmas holidays, Mrs. Fleming has been ordered a six months' recuperation period. The 1st Grade is now under the direction of Mrs. Williams whom we welcome as a member of the Lower School faculty.

* * * * *

On January 19th the 6th Grade went to the afternoon symphony concert. This is a regular part of the music program for the Middle and Lower Schools. Students of the 4th and 5th Grades will attend the symphony concert on Tuesday, February 16th. Arrangements are being made for transportation by bus.

* * * * *

Mr. Rhodes has approached the treasurers of the Middle School grade groups for contributions to two projects: Equipping the shoe shine boxes which the Middle School prepared for an orphanage during Christmas Toy Shop; buying records for use in Mrs. Dose's music classes.

* * * * *

During the Christmas vacation the alumni spent a profitable occasion working on equipment for the Junior and Senior Kindergartens. The toys evolved are now in use and thoroughly appreciated by both children and teachers.

* * * * *

Upper School students are anticipating a new sports activity. With the co-operation of Mr. French, Mr. Howe, Mr. Steel, Mr. Talley and Mr. Benkert, they have decided to build a sailboat of the Penguin class in the Upper School shop. Students who have expressed an interest in this include Betsy Furgerson, Alice Suter, Frank Bacon, Linda Coley, Andy Taylor, Jim Hood, Joby Kunkler, Bob Koff and Gay Stirling. They hope to finish the craft by Spring Vacation and eventually would like to build two more boats for matches with other schools. These matches will be held in the Skokie Lagoons.

VACATION NOTICE

Each year much time and effort is lost because pupils are taken out, usually for sufficient reasons, before the spring vacation begins, or stay out after it ends. This can easily become, as it has in some other schools, so serious that the academic progress and standards of the whole student body are lowered below the point where they would otherwise have been. Each case seems plausible enough, but when there are forty such cases, as there were one year, the result is disastrous for everyone. Parents are, therefore, urged to note the vacation dates well ahead and to conform to them, except in the most extraordinary circumstances.

PERRY DUNLAP SMITH

"THE GONDOLIERS"

The opera this year is to be Gilbert and Sullivan's "The Gondoliers". The production will be presented during the week-end of March 19. There will be a matinee on Thursday, March 18th, at 2:30 P.M., and evening performances Friday and Saturday, March 19th and 20th, at 8:15 P.M. Price for the matinee is 25¢; evening tickets will cost $1.50. Tickets go on sale March 1. Committees for the opera will be chosen soon.

JOHN MARSH

TREASURE CHEST

Words cannot express our gratitude to all the parents, teachers, alumni and friends of The North Shore Country Day School who gave so willingly of their time and talents in making the Treasure Chest Sale a wonderful success.

MRS. BEN HARPER, *Chairman*
MRS. JOHN T. PIRIE II, *Steering Chairman*

FEBRUARY CALENDAR

February 3 — Basketball — Luther South, here, 4 P.M.
Educational Lecture Series —Dublin Players in "Pygmalion" — Auditorium, 8:15 P.M.

February 6 — Basketball — Northwestern, there, 7 P.M.

February 9 — Basketball — Wheaton, there, 4 P.M.

February 13 — Basketball — Racine Luther, there, 7 P.M.

February 15 — Educational Lecture Series — Janet Schuleen presents "Children in Art" — Auditorium, 10:45 A.M.

February 16 — Basketball — Luther South, there, 4 P.M.

February 19-22 inclusive — Washington Birthday Holiday

February 19 — Basketball — Wayland Academy, there, 7 P.M.

February 20 — Basketball — Milwaukee Lutheran, there, 2 P.M.

February 26 — Basketball — Northwestern, here, 4 P.M.

February 27 — Basketball — Milwaukee Country Day, there, 1:30 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI March, 1954 Number 6

LET'S BE FAIR TO THE PUBLIC SCHOOLS

During the past year three books have been published attacking the present condition of primary and secondary education in America, which they regard as lamentably watered down and aimless, and directly naming the public schools as the victims of what the authors of these books seem to feel is a dangerous conspiracy of professional educators whom they call "Educationists", or "Educationalists"; names which one dean of a famous liberal arts faculty remarked, "are hard to pronounce without hissing".

The titles of these books indicate quite clearly the attitudes of their authors. One is called *"Quackery in the Public Schools"* and is written by Albert Lynd, a member of the school board in the town of Sharon, Massachusetts, and formerly a member of the history department at Harvard. Another is *"Educational Wastelands"* and is sub-titled "The Retreat from Learning in our Public Schools". The author is Arthur Bestor, Jr., who is professor of history at the University of Illinois. The third is called *"Let's Talk Sense about Our Schools"*, by Paul Woodring, a professor of psychology at Western Washington College of Education. Thus, they cover a wide field geographically, but they seem to be in fairly close agreement as to the situation in our public schools today, although the gentleman from the Midwest would seem to be much more controlled and careful in his thinking and statements than the New England writer, while the far western author appears to be more scholarly and realistic than either of the other two.

During the last few months there also have appeared in our magazines several articles making the same attack on the public schools and going so far in two instances as to praise the private schools as the last rampart against "the educators of educators"; namely, one by President Dodd of Princeton, called *"Your Youngster and the Public Schools"* was published in the American Magazine; the other, by Oliver LaFarge, appears in the February Atlantic and is called, *"We Need Private Schools"*.

It is interesting that so many attacks on our present day education should appear at this time when we have just been through a period of greatly heightened interest in education resulting in greatly increasing the amount of money, both public and private, which has been given to schools.

The position taken by each of these writers is that education in public high and grammar schools has fallen under the control and domination of a group of professional "educationists". Professor Bestor defines this group as professors of education of our universities, the state officials in the departments of education of the various states, and the principals and superintendents of our high schools and

grammar schools. He seems to feel that this group has shifted the objectives of education from its old aim of intellectual disciplines and the cultural training, usually included in Liberal Arts courses, to an emphasis on "Life Adjustment,, courses and on vocational and practical training. This is undoubtedly true in the general run of schools, but is it fair to blame it all on the public schools? I do not think so. The blame, if it is to be placed anywhere, should be placed rather on the public itself, for it has long been demanding vocational and practical courses for its children, and those state institutions, from the university down, that met this demand were promptly rewarded by being voted more funds from the public treasury.

Moreover, there has been an insistent demand on the part of the public that no child should be "flunked". Somehow the democratic idea of "equality" became confused with "sameness" and uniformity", so that if one boy received a diploma of graduation, it was considered "undemocratic" for another boy in the same school not to be given one, too. This insistence did not come from the educators (be they "educationists" or not), but from the public itself.

Moreover, it does not seem to me to be fair to assume that only in the public school field did this debasement of the diploma take place. There were plenty of weakling private schools which also took part in it, while the best public schools tended to resist those forces with determination.

But a private school which adheres to high cultural and intellectual ideals has another advantage also: it attracts to its staff teachers who believe in such standards and who, being scholars themselves, are able to inspire their pupils to accept them. In this we do have an important prerogative of which we try to make the most. I would agree fully with the authors of the books mentioned above that good teachers are deterred from entering the public schools (and indeed from the entire field of education) by the system of accreditation set up by the states for teachers in all of their institutions. It would seem to be bureaucracy run wild and may or may not be the fault of the "educationists". It certainly interferes constantly with securing the best teachers for our state supported schools.

As the books mentioned above abundantly explain, the criteria in almost every state is on courses of education, not on courses in Liberal Arts or on scholarship. No matter how able a teacher a scholar may prove himself to be, if he has not had courses on the techniques of teaching, he is presumed to be an inadequate teacher. The lengths to which this can be pushed was shown when the State Department of Public Instruction two years ago withheld approval of their respective schools from Mr. Herbert Smith, long the principal of the Francis Parker School; from Miss Elizabeth Faulkner, who for over forty years had administered the famous Faulkner School for Girls, and from me, although I had been head of our school for thirty-three years. They objected for many months (before they eventually gave in) because we had not taken courses in how to be a school administrator. I agree that this sort of valueless certification should be attacked and replaced by more intelligent and realistic criteria.

The trend in big business of late to choose for its future executives not graduates of special training schools and vocational schools, as it used to do, but rather men who take their undergraduate work in the field of Liberal Arts and human relations, is very marked. Early specialization is frowned upon even by the most exacting professions, like medicine, engineering and architecture.

In our modern complex world it is no longer possible to rise far as a technician or specialist, for the specialties change and vary rapidly. The revolution in education away from meaningless drill and blind conformity has been followed by a counter-revolution toward an inspired and understanding mastery of the Liberal Arts and intellectual disciplines. In this the better private schools have been able to take the lead, largely I believe, because of our ability to attract to our faculties the type of personalities that value such standards and can inspire children with them. Such individuals are repelled when confronted by the demand that they spend a year or more taking trivial and technical courses in so-called educational methods. This is one reason for the present teacher shortage. Fortunately, the private schools do not in every instance have to conform to these requirements. I hope that our friends in the public schools soon will be freed from them also.

PERRY DUNLAP SMITH

ENROLLMENT

The response to the request for names of prospective parents has been most gratifying. Within one week of our request for suggestions, as many names had been submitted as were sent in during all last spring. This gives us no cause for complacency, however, since enrollment is lower this year than last.

A number of boys interested in entering our ninth grade next year from the Skokie, Glencoe and Joseph Sears Schools have visited the School during the past month. A group attended the eighth grade basketball game with the Francis Parker School and then met our boys informally over hamburgers and cokes afterwards. Interest has also been expressed by families with boys for the ninth grade next fall from Highland Park and Lake Forest.

Most of the grades in the School could handle several more students. Particular needs are for girls in the current fifth and sixth grades and, for boys, in the present ninth grade class. Eighth, ninth and tenth grade parents have been given lists of boys believed to be in ninth grade this year, to assist in making suggestions of boys who might wish to transfer to North Shore's tenth grade next fall. Other parents interested in reviewing these lists are urged to request them from the School office.

The rumor has been heard that North Shore will become a girls' school. Normally, such a rumor should not even be considered worthy of an answer. However, since the sources quoted were described as "reliable", and one of them as "an educator who had visited the School in the last two weeks", parents should perhaps at least be informed that such a rumor exists. Any even cursory review of the School's educational philosophy will belie any such nonsense.

One possible source of such a rumor might be the fact that we have withdrawn from the Midwest Prep Conference — and here some people have stopped reading — to enter the Chicago Private School League. The common sense factors of such a move are obvious: Less transportation and fewer hours away from the academic program; athletic competition in the general area where interest in the School is centered.

Response to the request for suggestions regarding the Question and Answer Manual has not been overwhelming. I wish I could believe it is because all the

questions are asked and then answered correctly. I know this cannot be true. Please read the Manual over and let us know what you think of it. But, above all, put the information it does give you to use among your friends.

GEORGE HANFORD

LOWER SCHOOL COFFEE HOURS

The Lower School will serve coffee from 10 to 11 on each of four successive regular School Monday mornings to parents and any friends they may wish to bring with them. The dates will be March 15th and 22nd and April 12th and 19th.

It is hoped that these coffee hours will give parents a chance to discuss their common problems, visit classes, and to interest others in the School. Those who wish to visit classes should do so before 10 o'clock, since academic work receives greater emphasis in most class schedules before that time.

"THE GONDOLIERS"

One of the highlights of the year at The North Shore Country Day School is the annual presentation of a Gilbert and Sullivan opera. This year the students, with the help of the faculty, will present "The Gondoliers" at a 2:30 P.M. matinee on March 18th, and at two evening performances, at 8:15 P.M. on March 19th and 20th. Tickets will go on sale the First of March.

Chief coordinator is Judy Dayton, assisted by Mary Bradford; Madeleine McKenzie is in charge of scenery, and Fred Wine is handling scenery construction; the business manager is Doug Kramer, with Bill Ray in charge of printing and Gingy Lunding handling the publicity. The freshman girls take charge of the make-up. Mr. Marsh is stage director and Mr. Allison is music director.

George Aid and Cole Hutchins take the part of Antonio; Dick Bers as Luiz; Barcy Johnson, Francesco; Paul Loomis, Giuseppi; Frank Lunding, the Duke; Charlie Newman, Don Alhambra; Bob Jones, Marco and Andy Johnson, Giorgio.

Among the girls taking part are Judy Atwood, who plays Casilda; Laurie Selz, as The Duchess; Betsy Furgerson and Nancy Clinton, Giulia; Deedee Simmons and Kate Gilbert, Fiametta; Alice Suter, Vittoria; Judy Atwood, Tessa; Roberta Grant as Gianetta and Harriet Fetcher as Inez.

The costume committee is under the excellent guidance of Mrs. Florence Anderson, WInnetka 6-3866 who is assisted by Mrs. Ray Olson, Glencoe 1950, in charge of costumes for girls' leads; Mrs. Franklin J. Lunding, WInnetka 6-2348, boys' leads; Mrs. Edward K. Hardy, Glencoe 224, girls' chorus; Mrs. William B. Ray, WInnetka 6-3605, boys' chorus, and Mrs. Ray Smith, WInnetka 6-2833, props.

Mothers who would like to assist the costume committee are urged to call committee members. Among props needed are 24 pairs of castanets and many, many garlands or bouquets of red paper roses.

GIRLS' BASKETBALL TOURNEY

For the first time, the North Shore girls' basketball team has been invited to participate in the Elimination and Consolation Tournament to be held at Wayland Academy, Beaver Dam, Wisconsin, on February 27th.

The competition will begin at 9:30 A.M., and both the first and second teams will play. The winners will play winners, and losers will play losers. Girls' teams from Wayland Academy, Milwaukee-Downer and Milwaukee University School also will participate.

BONNIE PICK

EDUCATIONAL CONFERENCES

Mrs. Sandahl attended the Illinois Classical Conference at Decatur, in February.

Mr. Howe traveled to New York City to represent North Shore Country Day School at the School and College Conference on English in February.

On March 1st and 2nd, Miss Deane will attend the National Association of Principals of Schools for Girls at Atlantic City.

North Shore Country Day School recently was host at a dinner and evening meeting of the North Suburban Council of Social Studies. Teachers in the area met to exchange ideas.

Mr. Smith soon will attend two meetings at Harvard. Mr. Thomas and Mr. Smith plan to go to Kenyon College in April to participate in discussions about admission of students to college with advanced standing.

GYPSY TRIP TO ALASKA

This summer Mr. Ostrom is organizing a Gypsy camping trip to Alaska for Upper School boys. The wagon will be a Ford Country Sedan, but eating and sleeping will be real Gypsy style.

The trip will include all of Alaska that can be reached by road plus an exciting air trip to Ft. Yukon, into the Arctic Circle, and a visit to the most northern of the natural hot water swimming pools at Circle Springs, Alaska. The Alaska Railroad will take the group to Mt. McKinley National Park for an eighty mile trip around the highest peak in North America. Fairbanks will offer a view of mining operations and a chance to see the University of Alaska's large collection of animal fossils. Fishing for trout and salmon will be of the kind every fisherman dreams about. Mountain ranges and wild animals will challenge the photographer to try his skill at capturing a breath-taking view. Other stops will be Anchorage, the largest city in Alaska, a drive through the Kenya Game Preserves to Seward to get a view of the salmon industry, and Valdez, sometimes called the Switzerland of North America. The wheat fields of Canada and beautiful Lake Louise in Jasper National Park also will be on the agenda.

It all adds up to 35 days of adventure, good food, fellowship and special attention to conditioning for football practice as soon as we get home.

Mr. Ostrom is starting to round up his crew for the trip now. The first boy to sign up for the trip was Leonard Walworth. Two or three other boys from North Shore Country Day are quite enthusiastic about the trip but have not yet definitely made up their minds. There will be room for three or four more besides Leonard. The trip will leave Chicago July 31st, and return sometime the first week-end in September. If you wish further information about the trip, call Mr. Ostrom.

DAY CAMP PLANS

The School will again operate its successful North Shore Country Day Camp this coming summer. Mac will act as director, as he has done for the past two years. Bert McKinney is handling the management of the program for us. He reports that a number of places have already been filled. Since we wish to give our School families priority in enrollment, parents of boys and girls from 4 to 11 years of age, who are interested in a summer program for their children close to home, are urged to get in touch with Mr. McKinney as soon as possible. He can be reached through the School, WInnetka 6-0674.

LOWER SCHOOL NEWS

Children of the fourth and fifth grades attended the symphony concert in Chicago on February 16th. For the first time they travelled by bus, instead of in cars driven by parents.

The second grade is planning a visit to the Chicago Museum of Natural History, formerly the Field Museum, to see the Cavemen and Indian exhibits in connection with their social studies.

MARCH CALENDAR

March 5-6 Midwest Prep Basketball Tournament.

March 9 Ninth Grade Parents' Meeting at the home of Mrs. Mary Wells Patrick, 850 Hill Road, Winnetka, 8 P.M.

March 13 College Board Examinations for Seniors.

March 18 "The Gondoliers", opera matinee — Auditorium 2:30 P.M.

March 19-20 "The Gondoliers" — Auditorium 8:15 P.M.

March 22, 23, 24 Third Term Examinations.

March 25 Upper School dismissed at 1:10 P.M., Middle School dismissed at 2:50 P.M., Lower School dismissed at regular time.

March 26 - April 5 inclusive - Spring Vacation.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI April, 1954 Number 7

OUR NEW HEADMASTER

The enthusiam which has greeted the Board's announcement of its selection of Mr. French as headmaster is most gratifying indeed. On all sides nothing but the most complimentary remarks have been heard, expressing great confidence in the Board's selection and in the School's future under the new administration.

The Board is to be congratulated not only upon the wisdom of its decision but also upon the manner in which it reached that decision. No one could have been more conscientious, understanding and thorough. In the first place, it asked the faculty members to draw up an outline of the characteristics which they considered essential in a leader who could carry on the traditions and ideals of our School, many of which are distinctive with us.

The faculty studied this problem carefully and then delegated a small committee to put its ideas into appropriate words. This report was written and after receiving the approval of the whole faculty, was submitted to the Board of Directors. The Directors studied it, conferred with the faculty committee about it, and then adopted it as a guide when interviewing candidates.

The Board then decided to direct the search along three lines: namely, among the present faculty; among the members of the faculties of other schools and colleges, and among the graduates of our school who have gone into the teaching profession. It also looked for possibilities among men and women in other vocations.

In all, more than thirty-five individuals were carefully considered and studied. The search extended all the way from New England to California. Board members interviewed candidates in both places, while deans of colleges, heads of famous schools, and other leaders in education were consulted and gave valuable leads and advice. Several promising individuals were invited to visit the School to inspect us at work and at the same time to give the Board's committee an opportunity to interview them.

One interesting result of these interviews was the opinion our visitors often expressed that we had so many members of our own faculty who were superior to anyone the visitors knew anywhere else, that it would seem unnecessary to look beyond our own group. This advice had also been given to me last summer to pass on to our Board by Mr. Frank Boyden of Deerfield Academy and Mr. Lewis Perry of Exeter. They earnestly advised us to look among those persons who had been trained in the traditions of the School and knew its unique distinctions and characteristics well. They pointed out that while it might be well for a good traditional school to select as its headmaster someone who possessed a pleasant

personality combined with executive ability, it would be most unfortunate to have that happen to a school which had an individuality of its own and a dedication to ideas and ideals which were truly distinctive. To lose these would, they earnestly argued, be a loss to the whole field of American education.

It was, therefore, with the greatest joy and satisfaction that I learned of the Board's selection of Mr. French. He knows and is devoted to the ideals of our School about as well as anyone can be. Not only has he been a member of the staff since 1938, but he comes from a family which has been pioneers in this type of education since the turn of the century. His father, Mr. John French, was the headmaster of The Cambridge School, near Boston. He was one of those who have lately come to be called "the Genuine Progressives", and fought the early battles in that field as one of our colleagues. Here young Nat was early conditioned in the sounder principles of educational thinking. Thus, having been one of the original guinea pigs in the experimental days of Progressive Education, he knows its weaknesses as well as its strengths and can avoid the mistakes that were made then.

Mr. French attended Harvard for a year and then transferred to Rollins College, the experimental college started by Hamilton Holt in Florida. He soon found himself in the midst of a student and faculty upheaval there which resulted in a large group of both bodies leaving and setting up a new college at Black Mountain in North Carolina, which is where Mr. French completed his undergraduate work. After college he accepted a post as a teacher-in-training at the Park School in Baltimore. This is another of the great schools that has done sound experimental work along the lines our School has also tried to follow. While there he did a little of almost everything and made such a reputation for himself that Mr. David Corkran, who was acting headmaster of our School while I was away in Europe on sabbatical leave, heard of him and induced him to come to us as a teacher in the Middle School.

His progress since then is known to most of you. He was soon made Head of the Middle School. Later he was given teaching assignments in the Upper School where he made his course in United States History so stimulating and valuable that he was made the dean of boys. Shortly after that he displayed such leadership among his colleagues that he was chosen to be Dean of the Faculty, a post which he has held with distinction ever since. This year, after a sabbatical leave in England and Europe during which he studied and sometimes taught in some of the great schools there, he has been the Head of our Lower School. During the past ten years as a member of our Faculty Executive Committee he not only became thoroughly familiar with the many administrative details and problems of the School but also showed himself to have such unusual ability to find solutions for them, that he clearly emerged in the end as the person to whom the others turned for both guidance and leadership in most emergencies.

Since, therefore, he has had the very unique advantage of having had first-hand experience in each of the three age levels of the School, as well as being thoroughly grounded both as pupil and teacher in the practice and principles to which we have long been committed, it would be hard to conceive of a more fortunate selection than that which the Board has made. I am confident that under Mr. French the future of the School is assured. May I again congratulate the Board on its very wise and fortunate selection.

PERRY DUNLAP SMITH

HARVARD GLEE CLUB CONCERT

The School is happy to announce that the Harvard Glee Club, one of the outstanding male choruses in the country, will give a concert in the auditorium on Friday, April 9th, at 10:45 A.M. Admission will be free to parents and friends of the School. No seats will be reserved. The School hopes many visitors will be on hand to enjoy this memorable occasion.

TREASURE CHEST REPORT

Mrs. Evelyn H. Harper, chairman, and Mrs. Alice Q. Pirie, chairman of the steering committee, report the total receipts of the Treasure Chest Sale, held on December 12, 1953, amounted to $3,331. Disbursements totaled $1,018.36. Net proceeds were $2,312.64. The second Treasure Chest Sale will be held in November 1954.

1954 BASEBALL SCHEDULE

April 13 — St. George - here - 4 P.M.

April 21 — Lake Forest - there - 3:30 P.M.

April 24 — Milwaukee Country Day - here - 2 P.M.

April 28 — Glenwood - here - 4 P.M.

May 1 — Milwaukee Lutheran - here - 10 A.M.
Racine Lutheran - here - 2 P.M.

May 8 — Racine Lutheran - there - 10 A.M.
Northwestern Prep - there - 2 P.M.

May 11 — Luther North - there - 4 P.M.

May 15 — Glenwood - there - 2 P.M.

May 22 — Northwestern Prep - here - 10 A.M.

May 26 — Lake Forest - here - 4 P.M.

May 29 — Milwaukee Country Day - there - 10 A.M.
Milwaukee Lutheran - there - 2 P.M.

May 31 — Luther North - here - 10 A.M.

1953-1954 BASKETBALL SEASON

The basketball season was not a great success insofar as victories were concerned, but was probably a great success in all other catagories of athletic endeavor.

The varsity won six games while losing sixteen; the frosh-soph won fifteen while losing three. Most of the varsity games were lost by very close margins, including two defeats by Lake Forest Academy of one point each. The boys worked hard to overcome their lack of experience and made every game a thrilling one to watch. Fourteen boys were awarded varsity letters. Of these, eleven will be back next year and six for two more years. This is the first time within my memory that sophomores earned letters in varsity basketball.

The Midwest Prep Conference tournament was dominated by the Racine Lutheran team which had won out in regular conference play by winning every game. Racine defeated Northwestern Prep for the tournament championship, 72-54. That was the closest score for them in the tourney.

Lake Forest won the consolation by defeating Milwaukee Country Day, 58-57. Earlier in the day Lake Forest had won over North Shore, 53-52, to earn the right to play Milwaukee Country Day.

It was, as always, a very fine tournament. The teams all played excellent basketball and were encouraged by the enthusiasm and good sportsmanship of their supporters. Northwestern College was an excellent host and our people had a worthwhile experience which they will remember for a long time.

MARTIN MCCARTY

APRIL CALENDAR

April 6 — School reopens after Spring Recess — 8:30 A.M.

April 13 — Baseball — St. George - here - 4 P.M.

April 16 — Frosh-Soph Baseball — Francis Parker - there - 4 P.M.

April 20 — Golf — Lake Forest - here - 4 P.M.
Eleventh Grade Parents' Meeting at the home of Mr. and Mrs. Mars P. Bishop, 2746 Broadway, Evanston - 8 P.M.

April 21 — Baseball — Lake Forest - there - 3:30 P.M.

April 24 — Baseball — Milwaukee Country Day - here - 2 P.M.

April 26 — Educational Lecture Series — William Ray will speak on "Reporting the News" — Auditorium - 10:45 A.M.

April 28 — Baseball — Glenwood - here - 4 P.M.

April 30 — Frosh-Soph Baseball — Francis Parker - here - 4 P.M.

May 1 — Baseball — Milwaukee Lutheran - here - 10 A.M.
Baseball — Racine Lutheran - here - 2 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI | May, 1954 | Number 8

AN EDUCATIONAL TRAVELOGUE

The last month has been one of constant travel, but I hope all in a good cause. Certainly it was with satisfying pleasure, for everywhere I have gone I have met good friends of the School who wish us well, and better still, have expressed a most gratifying confidence and respect, not only for the contributions they feel we have made to the cause of better education in America, especially education for democratic ideals and living, but also because they seem to be certain that the School will continue to act as both leader and standard bearer in the fight for better schools in the future.

I went first to Cambridge to attend the meetings of two of the Harvard Overseers' committees, namely, the Committee on the Graduate School of Education and the Committee on Harvard College. A few weeks later I attended a conference at Kenyon College, subsidized by the Ford Foundation, to consider ways and means of granting advanced standing in colleges to students who have been graduated from what they were pleased to call the better preparatory schools, which, like ours, boast outstanding courses such as our Senior English, United States History, fourth year German, and others.

I had barely returned from this meeting, to which Mr. Thomas also had been invited so that we were able to collaborate frequently during the proceedings, when I had to journey east again to attend the annual spring meeting of the College Entrance Examination Board in New York City, at which I represent the Private Schools Association of the Central States. This is always an interesting and stimulating meeting as it is attended by representatives from all the colleges which are members of the College Board. Usually they send their Deans or Presidents, while the schools are represented through the delegates of their associations. This brings one in contact with a remarkably selective group of leaders in the field of college and secondary education in America and is an unusually fortunate opportunity for those of us who attend to learn the most recent plans and trends of both bodies, as to admissions policies and as to general programs.

For instance, most of the time of this meeting was devoted to the creating of a procedure which would make more regular and uniform — and therefore more equitable — the whole problem of the awarding by the colleges of scholarships to outstanding scholars, and to prevent, if possible, the dangers of colleges bidding against each other for either scholars or athletes, as is too often the case now. It was proposed and informally agreed that no scholarship should be awarded except where there was actual financial need and, of course, demonstrated fitness to achieve academic success in college. All scholarship applications, if the plan is adopted, will be cleared through the central office of the College Board in Princeton, and all information as to the applicants' financial status will be cleared there also and then sent out to the colleges, much as the examination scores are now handled. Thus,

each college would have available all information submitted to any other college, which it was hoped would tend to prevent the applicants "shopping around", as is sometimes done now.

The Kenyon conference was for Mr. Thomas and me a most interesting experience. Twelve colleges had agreed to consider the possibility of awarding advance standing in various courses to the graduates of schools like ours whose students have over the past years shown that they were so well prepared that many of the college freshman courses were almost a repetition of what they had already mastered in school. In order to avoid this waste, these colleges are now ready to grant such students advanced standing and place them in advance sections of those subjects in which they qualify. Their right to receive this privilege would be determined by special examinations at first, but the college professors declared that in each of these fields they did not consider the mere passing of examinations as adequate tests. They would rather take the word of the teacher who knew the student best and also have a full report from the school involved, for they felt that if the course was really valuable enough for advance credit, it would achieve far more than merely add to the students' fund of information and factual knowledge. It would actually contribute, through broadening his vision and deepening his understanding, to his emotional growth and personality development. And here the college authorities made an astonishing announcement. It was that they considered that the high school teacher was far better equipped to handle the problems of a sixteen or seventeen year old and to meet his needs than the college teachers were. This was a complete reversal of position from the one they had held during the "Thirty School Experiment" of twenty years ago. Then they were very scornful of all high school teaching and expressed themselves in no uncertain terms on the point that no real learning took place before reaching college; all high school teaching was merely laying the groundwork of drills and techniques which were to be used later in college.

President Chalmers of Kenyon, who presided at the conference, called my attention to the fact that I was the only surviving organizer and participant of the "Thirty School Experiment" who was present at the conference, so I was glad to point out this happy and surprising change of attitude which had transformed the college professors in the intervening years. In fact, I feel very strongly that this change is one of the most valuable of the accomplishments for which the "Thirty School Experiment" is responsible and I am proud of the fact that our School contributed so much to the success of that venture.

At each of the three meetings which I attended last month it was most gratifying indeed to receive on all sides congratulations on the action of our Board in selecting our new Headmaster from among our own staff, and particularly on the careful and thorough manner in which the Board had conducted the search. Many of the members of the conferences had been consulted or interviewed by our Board members, and all were greatly impressed by the understanding of and interest in the School's problems which the Board members had displayed. It would appear from what I heard from my conference colleagues that this was rather a rare characteristic of school boards today. There also were many who knew Mr. French personally or by reputation. They were unanimous in their confidence and admiration of his ability and accomplishments.

I returned to Winnetka feeling more than ever that our School is indeed fortunate in finding its future in the competent hands of such a Board and such a Headmaster.

PERRY DUNLAP SMITH

MAY DAY PLANS

May Day will be held on Friday, May 14, 1954. Classes will meet as usual until 10:45 A.M. The May Day Morning Exercise will begin at 10:50 in the Auditorium and will be given by the Second Grade. Following this play, there will be the procession of the School to the green east of Dunlap where the May Queen will be crowned. There will be dances for her and her two attendants. The whole school will picnic later on the green. The picnic lunches are to be brought from home, and parents are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the School. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any color is acceptable. All children should bring sweaters in case the weather becomes chilly.

The Tenth Grade girls who, together with the Sophomore boys and students of the Middle School, are in charge of the preparations for May Day, will be very grateful to all parents who will bear in mind that large quantities of all kinds of flowers and green branches are needed for May Day. These can be brought by the children Friday morning to the Sophomore Girls' home room in Dunlap and will be most thankfully received. Unless Miss Brunner is notified to the contary, it is understood that parents will provide transportation for their children after the picnic.

KARLA LANDAU

THE SENIOR PLAY

Among the old, established traditions at North Shore is the play given each spring by the Seniors. However, the past few years, these plays have not met with as much response as the Seniors would have liked. This year the class feels it has chosen a particularly entertaining play, and hopes everyone will be anxious to see the fruit of its efforts.

As early as last May, the class of '54 began the discussion of "which play shall it be?", and finally in March the play, "Years Ago", a comedy in three acts by Ruth Gordon. "Years Ago" takes place in 1910, and it is the story of a sixteen-year-old girl whose one ambition is to become an actress. The parts were cast and the various committees were formed right after spring vacation. Rehearsals are in full swing under the able direction of Mr. Smith and Mr. Marsh. The production will be given Friday and Saturday nights, May 21st and 22nd, at 8:15 in the Auditorium. Be sure to come!

KATE GILBERT

FIELD TRIPS

The U. S. history students, with Mr. French in charge, recently toured the Chicago Tribune newspaper plant, to study the production of a large newspaper. The class also visited the television studios of the same paper.

On another field trip the students went to the Federal Reserve Bank of Chicago and the Board of Trade. Mr. Stirling acted as guide on the tour through the Midwest Stock Exchange.

Other trips scheduled include tours of Inland Steel Company, Lever Brothers, the fruit market and stockyards, and International Harvester Company.

IMPORTANT MEETINGS

Following the May Day picnic lunch, at 1:15 P.M. on May 14th, all the Junior mothers are requested to meet with Mrs. Talley and Mme. Valvo in the Art Library at Knollslea, to arrange plans for the Commencement luncheon. At the same time, all Senior mothers will meet with Miss Deane on the first floor of Dunlap to make final arrangements for Graduation.

There will be a meeting of grade chairmen and the executive committee, which latter includes officers, members-at-large and standing committee chairmen, at 8:15 P.M., on May 24th, in the Music room of Walling Hall. At this meeting, committee chairmen will give their annual reports, and new grade chairmen and new standing committee chairmen will be introduced.

MAY CALENDAR

May 1 Baseball — Milwaukee Lutheran - here - 10 A.M.
Racine Lutheran - here - 2 P.M.

May 5 Open House, Lower School - Walling Hall - 7:30 P.M.

May 8 Baseball — Racine Lutheran - there - 10 A.M.
Northwestern Prep - there - 2:30 P.M.

May 11 Baseball — Luther North - there - 4 P.M.

May 14 May Day Exercises - 10:30 A.M.

May 15 Baseball — Glenwood - there - 2 P.M.

May 18 Baseball — St. George - there - 4 P.M.

May 21 - 22 Senior Play — "Years Ago" - Auditorium - 8:15 P.M.

May 22 College Board Exams for Juniors - 8:30 A.M.
Baseball — Northwestern Prep - here - 10:00 A.M.

May 24 Meeting of Executive Committee and Grade Chairmen of Parents Association - Walling Hall - 8:15 P.M.

May 26 Baseball — Lake Forest - here - 4:00 P.M.

May 28 Golf — Lake Forest - there - 4:00 P.M.

May 29 Baseball — Milwaukee Country Day - there - 10:00 A.M.

May 31 Memorial Day Holiday; no school.

May 31 Baseball — Luther North - here - 10:00 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVI June, 1954 Number 9

"OUR HOPE IS GREAT"

Any change involves risks, but most changes in well established institutions which have a clear and active philosophy or course by which to steer, are a part of that institution's growth and hence are for its good. Certainly this is true of the change in the administration of our School; it is very much a part of its continued growth and improvement, as has already been demonstrated in the short time since the change has been announced.

A new and very actively healthy spirit has been generated both in the faculty and in the Parents Association. There is on all sides distinct evidence of a keen sense of responsibility for the welfare of the School and its betterment. New ideas have appeared for improving ways of doing things which were tending to become crystallized. The faculty undertook a study and re-evaluation of its whole teaching philosophy and has carried it on vigorously for many months. New types of grade meetings of the parents, students, and faculty, such as the parents' panels, have been evolved and very successfully carried out. These improvements will be continued in the years ahead, and the spirit which produced them will create others. In many ways the atmosphere and climate of the faculty and the Parents Association is strongly reminiscent of the early days of the School when we were blazing new trails and were stimulated by a crusading ardor.

The attitude of the community as a whole in respect to the School, as well as the respect of our individual parents for it, also seem to have undergone a marked change for the better. As long as ten years ago, when William Allen Neilson, the president of Smith College, referred to the School when addressing a meeting of the Associated Harvard Clubs in New York City as "one of the great schools of America", I was greatly surprised and, of course, pleased; but it seemed to me he was being over-generous. Today, after we have received during the past few months so many kind appraisals of the School from educational authorities and leaders, the community in general seems to have accepted the fact that President Neilson was both right and accurate in his statement. Perhaps we have builded better than we know. At least, I hope so.

The realization that our School has long been more highly thought of in the east than it was at home had come to many of our parents when they toured the eastern colleges and boarding schools. They returned and told of their discovery, but it had not had very wide acceptance until the events of this spring had brought it home to the community more vividly. This, too, has been of inestimable value to the School and a great stimulus to all who are connected with it to do their utmost to see that it shall steadily increase its prestige and improve its reputation, for there is nothing like a healthy challenge to stimulate one to vigorous action and improvement.

Certainly one of the most outstanding characteristics of the School, which has developed steadily through the years until it is a firmly established tradition, is the way its members rise to and surmount a crisis. The present situation seems to be bringing out all that is best in this distinctive quality from the students, teachers, and parents. I am sure it will continue to do so next year.

The School has earned marked distinction for itself in many ways, and justly so. It is well for us to be aware of these so that we may perpetuate and perfect them and avoid the understandable pitfall of taking them for granted because we have created and lived with them so long that we fail to realize how truly unique we are in having them.

On all sides this year we have received recognition for the distinctive relationship of the parents to the School. The faculty and homes have worked out an attitude of mutual respect and responsibility which I do not believe has been achieved to the same extent in any other school. This has become so vital a part of our existence that it would be hard to conceive of the School without it. Yet it must be carefully guarded and cherished or it will soon be changed and disappear. It is very easy to drift into habits of interference or dominance on the part of the parents and indifference and withdrawal into pedagogic shiboleths on the part of the teachers, unless they both are actively aware of these dangers and remain constantly on the alert to guard against them.

Another distinctive feature of the School is the cordial and sympathetic atmosphere that exists between the various ages of its pupils. There are many schools which have children of the same age spread as ours, but I know of very few others where the sense of responsibility for the welfare of all is felt by each age group so completely. One of the most important devices whereby this is brought about is the daily assembly and the spirit in which it is carried on. This is a meeting of the whole school family, a sharing of experiences and problems, far more than the mere entertainment which is all that many visitors see. These intangible values must be preserved, and under the present type of parents and teachers will be, but now they also will have the responsibility of educating their successors, the new generation of parents and teachers, to value these intangible qualities highly enough so that they will not only be aware of them but will accept the responsibility of carrying them on.

Such things as "the habitual vision of greatness" which Alfred North Whitehead states as the necessity of all moral education, must never be lost sight of. The necessity of keeping "all the avenues to the soul open and in use" by not leaving such essentials of self-expression as Art and Music and Drama and creative writing to chance or to the child's election, but rather seeing that all children are exposed to these experiences every year is another vital essence of the School's life. The emphasis on learning for its own sake and not through fear of punishment or hope of ulterior rewards must be maintained. The desire to be of use to one's fellows, which is instinctive in all of us, must be given every means of fulfillment, certainly far more than that other instinctive drive to excel, to surpass, to conquer our colleagues and companions.

These are all values which seem to me to be at a very high point in the School today. I cannot remember a time when we had a stronger faculty and parent body in these respects. Nor can I recall a time when the student body seemed to have accepted them more completely. It is, therefore, with high hopes and complete confidence that I welcome the new adminstration, for it is rather a continuation of

a growth process than a change that is to take place. The School will be, as before, in the hands of its parents, pupils, and teachers, plus the added and growing interest of its alumni. Each of these four groups is dedicated to its interests and has a deep appreciation of its truest qualities. We have glimpsed the vision of what true greatness could be in a school, we must now press on to bring that vision to reality. As Socrates said many years ago, "Noble is the prize and our hope is great". I am sure it will be realized.

PERRY DUNLAP SMITH

TREASURE CHEST NOTICE

The 1953 Treasure Chest was a wonderful success. However, with the great need to help with many worthwhile school projects, we feel we must double the money we made last year.

The mothers who worked together on the Treasure Chest had so much fun that this year each grade is going to have a project and work together as a group. These groups must get together before the end of school. We need ideas, talent, treasures and willing hands. Be sure to go to your grade meeting and get acquainted with the mothers of your children's friends.

ALICE Q. PIRIE
Steering Chairman

IN APPRECIATION

Both Sophomore grades and I wish to extend our sincere thanks to the parents, faculty and students for the wonderful cooperation and help they gave us on May Day.

Everybody liked the Second Grade play, based on spring rites of the Pueblo Indians. We are very grateful to them for having given such a fine Morning Exercise.

This year's May Queen was Judy Atwood. She was accompanied by her two attendants, Pat Blunt and Nat Griswold, and her two pages. We are deeply grateful to Mrs. Raymond Olson, who made the May Queen's gown.

KARLA LANDAU

THE PARENTS ASSOCIATION

Officers for the year 1954-1955

President — Mr. Paul C. Kimball, 745 Glendale Drive, Glenview 4-1697

First Vice-President — Mr. G. W. Morgan, 631 Glendale Drive, Glenview 4-0486

Second Vice-President — Mr. Daniel Woodhead, 862 Prospect Avenue, Winnetka 6-1700

Secretary — Mrs. Charles M. Price, 3 Woodley Road, Winnetka 6-5151

Treasurer — Mrs. Ray Smith, 258 Forest Avenue, Winnetka 6-2833

NOTICE

During the school year, many articles of clothing have accumulated in the Lost and Found department. When you are at school, please stop in at the office and see if any of these things belong to your children.

JUNE CALENDAR

June 1 — 9th Grade picnic at the home of Mr. and Mrs. W. English Walling, 2130 Middlefork Road, Northfield

June 3, 4, 7, 8 — Final examinations

June 3 — 6th Grade picnic at the home of Mr. and Mrs. Elmer H. Wavering, 840 Normandy Lane, Glenview
8th Grade picnic at the home of Mr. and Mrs. Paul Kimball, 745 Glendale Drive, Glenview

June 4 — Lower School Closing Exercise — 10:50 A.M.
11th Grade picnic at the home of Mr. and Mrs. William J. Groves, 15 E. Linden, Wilmette

June 7 — Middle School Closing Luncheon — 12:30 P.M.

June 8 — No luncheon at school
7th Grade picnic — N.S.C.D.S. — 6:00 P.M.

June 9 — No Upper School classes; Clean-up; Senior Luncheon, 1:00 P.M. followed by stunts.

June 10 — Upper School classes until 11:00 A.M.
Commencement rehearsal at 11:00 A.M.
Senior Picnic at the home of Mr. and Mrs. Talcott Griswold, 101 Thorn Tree Lane, Winnetka

June 11 — Upper School classes until 10:30 A.M.,
Commencement rehearsal at 10:35 A.M.

COMMENCEMENT AT 3:30 P.M.

Parents, faculty and alumni are giving a reception to honor Mr. and Mrs. Perry Dunlap Smith — Walling Hall — 5-7 P.M.

June 12 — Junior Prom, 9:00 P.M. until 1:00 A.M.

School opens on Thursday, September 16th, at 8:30 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII October, 1954 Number 1

MILESTONES

In 1919 when Winnetkans returned from the wars to their homes they found a common bond in a widespread desire for the finest educational opportunities for their children. Their conversations with one another conjured up a dream. It was essentially a dream about people, the kind of people who have skills and who have knowledge, and the kind of people who have the desire and the experience to play an active part in the course of the world.

These parents were idealists and they were willing to work to give concrete form to their fondest hopes. They cared about reading, writing, arithmetic; they cared that their children had organized information of natural phenomena; they cared for a literary and artistic heritage which would become the foundation on which their children would stand as they made their most significant choices in life, and they needed the assistance of a well trained educator who might guide them in providing concretely such an opportunity for their children.

They turned to Perry Dunlap Smith and gave to him the responsibility for building an institution idealistic in ambition, real in fact. Thirty-five years ago he accepted this and now for the first time school opens without his guidance. A quick summary of the heritage which he leaves is a partial statement of the founndation on which we build.

He leaves us a curriculum choosing the disciplines appropriate to a full life, presented in a manner calculated to encourage a lasting interest and a continuing growth; a program of experience in the arts designed to produce a generation awakened to the contribution they may make to a happier and finer life; an opportunity for a relationship between boys and girls designed to improve the relationship between men and women, to build better homes; a program allowing children a responsible part to play in a school community as training for a responsible citizenry; a healthy suspicion that a student's failure may be the result of our mistakes; a faculty not only skilled as teachers but practised as consulting architects in the building of a school program. This, in a rough way, is the ideological heritage Mr. Smith has left us.

More precisely, he leaves us an operating institution with a multiplicity of traditions, responsibilities, patterns for behavior, which in their total provide the experience which give reality to ideas. College Board records of our graduates proudly measure the success of the academic life, and the recurring reports of community, business and professional responsibility accepted by our graduates is the answer to those parents who, thirty-five years ago, asked for an educational opportunity for their children which should leave them well equipped with information and prepared to play an active and intelligent part in life. The confidence which this community now places in Mr. Smith's work is shown by the fact that eighty-two families put their children in the school for the first time in the year when he turns over the reins to an untried administration.

Ours is not a faculty to sit back and enjoy what has been given them. In our opening meetings we have discussed continuation of work begun last year. We are grateful and we are proud, but a long way from satisfied. The mathematics department is undertaking a re-examination of its curriculum, and the Lower School dreams of more efficient teaching of arithmetic. The problem of reading is being examined at all levels, and some experiments which may have far-reaching effects are being examined by experts within the school as well as by consultants from without. The high school faculty will continue its curriculum study, hoping to improve a program already acknowledged as one of the finest. The language department is beginning an experiment with lower school children which is calculated to increase the number of students who will be bilingual on graduation. The history department has arranged further opportunities for discussion of current problems, and in November expects representatives from five nations in Asia to consult on the school grounds with our students.

As we live out the heritage which has been given us, we will earn our right to enjoy it. The next step in our course is almost inevitable, — to make more exact and more precise our application of the ideals we hold as a school. The final result of the school's program is fairly judged in the records of our graduates, but this is a summary in which excellent, good, and not so good experiences are balanced. We must know that each experience plays well its part in creating the best whole.

NATHANIEL STOWERS FRENCH

MESSAGE FROM THE PRESIDENT

On behalf of the officers of the Parents Association of the North Shore Country Day School, I wish to extend greetings and a warm welcome to all parents whose children are enrolled in our student body. Parents whose children have attended the School before are aware of the aims of the Parents Association. To those who are new in the School, we should like to point out that the Parents Association, working with the faculty and the children, is an integral part of the educational program of North Shore Country Day School.

The Parents Associations of previous years have done outstanding jobs. As a result, our initial enrollment figures for the current year are higher than they have been for several years.

We urge all parents to attend the general meetings which will be called from time to time, as well as the grade meetings and the various School activities. Active parent cooperation in all these functions will make this year a rich one indeed for the entire student body and the parents as well.

PAUL C. KIMBALL, *President*

CHANGES IN TEACHING PERSONNEL

David M. Jackson, former principal of a junior high school in Taylorville, Illinois, has been appointed head of the Lower and Middle Schools. Mr. Jackson received his bachelor's and master's degrees from the University of Illinois. At present he is a candidate for a doctor's degree from the University of Chicago. Mr. and Mrs. Jackson and their son, Clifford, live at Leicester Hall.

Joseph Pynchon, former teacher in the public schools of Newton, Mass., and author of many articles on education, has been appointed teacher of 7th grade English in the Middle School. Mr. Pynchon received his bachelor's degree from

Carroll College, Waukesha, Wis., and his master's degree in education from Harvard University.

Another new appointment is that of Miss Patricia Shemorry, who will teach chemistry and general science in the Upper School. A graduate of Carleton College, Northfield, Minn., she majored in chemistry and zoology.

Miss Gretchen Hardt will teach sophomore English and stagecraft in the Upper School. A graduate of the University of Wisconsin, Miss Hardt majored in speech education. She also has had experience in summer theater work. In connection with her duties as dramatics assistant, Miss Hardt is chairman of the Morning Exercise committee and will be the dramatic coach for the Vaudeville and Opera.

Miss Caryl Fjerre of Highland Park is the new office secretary. Miss Fjerre was graduated from Highland Park High School and studied at Augustana College, Rock Island, Illinois.

AND SO THEY WENT TO COLLEGE

Members of the June graduating class are busy making names for themselves at their respective colleges while, at the same time, enhancing the name of North Shore Country Day School.

Judy Atwood, Pat Blunt, Nat Griswold, Debby Stearns and Gay Stirling are attending Vassar. Smith College has the names of Judy Dayton and Gingy Lunding on its freshman attendance rolls, and Ellen Reeves is going to Pine Manor.

Lesley Boal is attending Centenary Junior College, and Susan Pierce is a student at Bradford Junior College. Bryn Mawr is the choice of Kate Gilbert and Margot Pirie. Elaine Favill is a freshman at Radcliffe, and Derek Payson is the same at Lincoln College.

Nancy Clinton has gone west to college, University of Wyoming, while Jerry Jewell selected Denison, and Bill Goggin and Rod Lowrey chose to go to Grinnell College, in the midwest.

Berta Grant and Jim Witherell are attending Stanford University; Dick Ridenour is going to Princeton, and Fluffy Friestedt is a student at Endicott. Fred Wine is beginning his college career at Carnegie Institute.

NOTE ABOUT NOTES

The North Shore Country Day School is known throughout the land for the well-equipped students it sends to colleges. The faculty members love to teach.... and are outstanding teachers. The Parents Association is unique; it helps to bring more closely together the parents and the School. The parents themselves, therefore, are active participants in School affairs; they, in cooperation with the faculty, actually work to make the School an extension of the home.

While this well-integrated program is known, admired, and no doubt copied in other communities, we find, in talking to parents of the North Shore area, that either they know little or nothing about the School program and philosophies, or that they have misconceived ideas about the School itself.

One way to correct this is through personal publicity, the expression of our thoughts to other parents who might be interested in enrolling their children in the

School. Another way is to invite them to visit the School, bring them to School events. There also is available some effective literature.

But discussion, visits and literature, at best, can tell only part of the story of our School. So, this year the Parents Association again plans to send copies of the "Notes" to families who might be interested. In this manner, we hope to acquaint other parents with the day-by-day events, the School philosophies and activities, and the tremendous teaching talent available here.

Parents wishing to submit names of families interested in knowing more about our School, may call Mr. Hanford, Winnetka 6-0674.

THE EDITOR

EDUCATIONAL LECTURE SERIES

Mrs. Myron F. Ratcliffe, chairman, has chosen Margaret Landon, author of "Anna and the King of Siam", as the first speaker to appear on the Educational Lecture Series. Miss Landon will take as her topic "Understanding Siam" on Tuesday evening, October 5th, at 8:15 in the Auditorium.

The second speaker of the series will be W. G. Banister who will talk about "A Visit with the F. B. I." at 11:15 on October 18th. Mr. Banister is special agent in charge of the Federal Bureau of Investigation here.

The Dublin Players, on tour in this country, will present "Blythe Spirit" at an evening performance in April.

Parents are urged again this year to support the series through ticket purchases. By doing so, outstanding programs on important subjects will continue to be presented to the students. A complete schedule of speakers and lecture dates has been mailed with the tickets.

OCTOBER CALENDAR

October 2 Football — Glenwood — here.....2 P.M.

October 5 Educational Lecture Series — "Understanding Siam" — Margaret Landon — Auditorium .....8:15 P.M.

October 9 Football — Luther North — there.....10 A.M.

October 11 Junior and Senior Kindergarten and First Grade Tea — Walling Hall .....3:30 P.M.

October 12 7th Grade Room Meeting at the home of Mr. and Mrs. James O. Bengston, 941 Club Circle, Glenview.....8 P.M.

October 16 Football — Wheaton Academy — there.....2 P.M.

October 18 Educational Lecture Series "A Visit with the F. B. I." W. G. Banister — Auditorium.....11:15 A.M.

October 23 Football — Luther South — here.....10:30 A.M.

October 30 Football — North Park — here.....10:30 A.M.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1954-1955

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel Stowers French
Dean of Faculty ..... Cleveland A. Thomas
Dean of Girls ..... Virginia S. Deane
Head of the Lower and Middle Schools and Director of the Boarding Department ..... David M. Jackson
Treasurer ..... George H. Hanford
Registrar ..... Jean K. Talley
Secretary ..... Ruth F. Eldredge
Manager of Day Camp and Field Representative ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Director of Public Relations ..... Helen F. Joseph
Financial Secretary ..... Elsie V. Harridge
Admissions Secretary ..... Phyllis H. Gander
Business Department Secretary ..... Jennie L. Walgren
Office Secretary ..... Caryl Fjerre
Director of the Lunchroom ..... Regina Linnig
Director of Transportation ..... Kay Brunner

Lower School

Executive Secretary and Admissions Officer ..... Jeanette Rumsfeld
Fifth Grade and Chairman of the Faculty ..... Kathleen Collingbourne
Fourth Grade ..... Zoe Lund
Third Grade ..... Kenneth Allen
Second Grade ..... Phoebe Swazey
First Grade ..... Katherine T. Williams
Kindergarten Teacher ..... Grace Tarini
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Ruth Rhinestine
Kindergarten Assistant ..... Mildred Steele

Middle School

Instructor ..... Virginia Ingram
Instructor ..... William Steel
Instructor ..... George F. Eldredge
Instructor ..... Joseph H. Pynchon

Upper School

English ..... Cleveland A. Thomas, head of dep't. David L. Howe
Social Studies and History ..... Virginia S. Deane Nathaniel S. French
Mathematics ..... Lewis A. Taylor, head of dep't. Elsie V. Harridge, William W. Talley
Modern Language ..... Karla Landau, head of dep't. Simone Valvo
Latin ..... Esther B. Wagner
Science ..... William W. Talley, head of dep't. Patricia Shemorry, Martin J. McCarty

Inter-School

Art ..... Ruth Linnell
Ernst Benkert
Dramatics ..... Gretchen Hardt
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Stephanie F. Wishart
Music ..... Vincent B. Allison, Jr.
Theo D. Dose, Dorothy Paige
Physical Education ..... Martin J. McCarty, Director
Bonnie Pick
Remedial Reading and Testing ..... Gerald E. Ostrom
Evelyn Kratz
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade ..... Miss Ingram
7th Grade ..... Mr. Pynchon
8th Grade Girls ..... Mr. Steel
8th Grade Boys ..... Mr. Eldredge

Upper School, Girls

9th Grade ..... Miss Shemorry
10th Grade ..... Mrs. Harridge
11th Grade ..... Mme. Valvo
12th Grade ..... Miss Deane

Upper School, Boys

9th Grade ..... Mr. Hanford
assistant, Mr. Benkert
10th Grade ..... Mr. Taylor
11th Grade ..... Mr. Howe
12th Grade ..... Mr. Thomas

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day BEFORE 10:00 a.m. to ask for assignments, and to call for them at the Office AFTER 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ABSENCES FOR REASONS OTHER THAN ILLNESS

The school authorities earnestly request that no child be taken out of school for trips prior to scheduled vacation periods, or delayed beyond them in being returned to classes except in most unusual circumstances, when special permission must be obtained from Mr. French.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

MEDICAL FORMS were due at the school office before September 16th. If your child's is not yet in, please attend to the matter immediately.

UPPER SCHOOL POLICY ON ATTENDANCE, ABSENCE AND FIELD TRIPS

ATTENDANCE: Students who are late to school are expected to report to the Office for a slip admitting them to class or study hall. Permission to leave the campus during the school day must be obtained from Mr. Thomas (boys) or Dr. Landau (girls). In no case is a student, while at school, given permission to drive a car other than his own or his family's.

ABSENCE: Students absent from school for reasons other than illness are expected, in advance of departure, to confer with Mr. French and to complete assignments to make up the work they will miss. Work not completed prior to departure may have to be made up with a tutor, and the student will not be re-admitted to classes until such work is complete. Students who return to school late after vacations must also confer with Mr. French upon their return and will not be re-admitted to classes until their work is completed, with the assistance of tutoring where necessary.

If a student is ill for more than one day, further assignments should be requested from the School Office. Students ill for more than two days report, upon their return, to the School physician. When absence from class, study hall, or athletics cannot be avoided in the case of a doctor's appointment, the student must bring written notification from his parents and is responsible for work in the classes he misses.

FIELD TRIP TRANSPORTATION: A student is permitted to drive a car on field trips or athletic trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL 1954-1955

Talcott Griswold, President
Boyd Everett, Vice-President
Peter A. Dammann, Secretary
George H. Hanford, Treasurer
Nathaniel S. French, Head Master

Tilden Cummings
William W. Darrow
Leonard B. Gilbert
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Foster Hannaford
Franklin J. Lunding
William F. McKee
Charles H. Newman
Harold J. Nutting
Charles M. Price
Myron F. Ratcliffe

THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL

President, Mr. Paul C. Kimball, 745 Glendale Drive.....Glenview 4-1697
First Vice-President, Mr. G. W. Morgan, 631 Glendale Drive.....Glenview 4-0486
Second Vice-President, Mr. Daniel Woodhead, Jr., 862 Prospect....Winnetka 6-1700
Secretary, Mrs. Charles M. Price, 3 Woodley Road .....Winnetka 6-5151
Treasurer, Mrs. Ray W. Smith, 258 Forest Avenue .....Winnetka 6-2833

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, Standing Committee chairmen, and six members-at-large.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. J. Warren Wheary, 1011 Sheridan Road.....Greenleaf 6-6748
Athletic, Mr. Charles H. Newman, Old Farm Lane.....Winnetka 6-3686
Costume, Mrs. Florence Anderson, 657 Spruce Street.....Winnetka 6-3866
Educational Series, Mrs. Myron Ratcliffe, 309 Central Avenue.Highland Park 2-7026
Faculty Teas, Mrs. Stanley Ekman, 1857 W. Ridgewood Lane.....Glenview 4-3269
House, Mrs. Philip T. Atwood, 44 Locust Road.....Winnetka 6-3476
Library, Mrs. Arthur M. Barrett, 1432 Asbury Avenue.....Winnetka 6-5095
Lunch, Mrs. Stanley M. Humphrey, 2518 Orrington Avenue.....Greenleaf 5-3468
"Notes", Mrs. Philip V. Jewell, 1030 Lee Road.....Northbrook 851
Office, Mrs. Boyd Everett, 513 Walnut Street.....Winnetka 6-2230
Publicity, Mrs. Milton S. Carstens, 127 Greenwood, Winnetka.....Glencoe 130
Refreshments, Mrs. Arthur C. Rooney, 1551 Old Mill Road.....Lake Forest 842
Safety Council, Mrs. Franklin B. Bowes, 266 Forest Avenue.....Winnetka 6-0670
Steering, Mrs. John T. Pirie II, 1185 Laurel Avenue.....Winnetka 6-0606
Treasure Chest, Mrs. John T. Pirie II, 1185 Laurel Avenue.....Winnetka 6-0606
Mrs. Leonard S. Walworth, 1055 Sunset Road.....Winnetka 6-0583

STEERING ADVISORS

Lower School, Mrs. Talcott Griswold, 101 Thorn Tree Lane.....Winnetka 6-3456
Middle School, Mrs. Otto Madlener, 20 Green Bay Road, Hubbard Woods,Glencoe 163
Upper School, Mrs. Paul C. Kimball, 745 Glendale Drive.....Glenview 4-1697

GRADE CHAIRMEN 1954-1955

Junior Kindergarten, Mrs. Cleveland A. Thomas, 1102 Oak Street..Winnetka 6-1437
Senior Kindergarten, Mrs. Jean B. Thompson, 1611 Shermer Road..Northbrook 91
First Grade, Mrs. Jerome J. Gordon, 1177 Ash Street.....Winnetka 6-4326
Second Grade, Mrs. J. Robert Cohler, 2160 Sheridan Road....Highland Park 2-4249
Third Grade, Mrs. Harvey Huston, 2132 Kenilworth.....Wilmette 4650
Fourth Grade, Mrs. Stephen Hawxhurst, 189 Harbor Street.....Glencoe 2250
Fifth Grade, Mrs. Kenneth I. Russ, 1108 Chestnut Street.....Wilmette 2801
Sixth Grade, Mrs. Chester D. Speakman, 64 Woodley Road.....Winnetka 6-0754
Seventh Grade, Mrs. James O. Bengston, 941 Club Circle.....Glenview 4-0499
Eighth Grade, Mrs. Gail S. Phillips, 832 Forest Avenue.....Wilmette 2753
Ninth Grade, Mrs. Philip T. Atwood, 44 Locust Road.....Winnetka 6-3476
Tenth Grade, Mrs. Charles A. Huebner, 2110 Middlefork Road, Northfield
Winnetka 6-1533
Eleventh Grade, Mrs. William McMillan, 233 Central Avenue..Highland Park 2-0817
Twelfth Grade, Mr. Richard W. Simmons, 147 Chestnut Street.....Winnetka 6-4480
Mrs. W. Lindsay Suter, 329 Locust Road.....Winnetka 6-1444

COMMITTEE CHAIRMEN, LUNCH ROOM

Monday's, Mrs. Elliott Blumberg, 196 Sheridan Road.....Glencoe 519
Tuesday's, Mrs. Paul Guenzel, 328 Linden Street.....Winnetka 6-1185
Wednesday's, Mrs. Felix Palm, 2241 W. Greenleaf, Chicago.....Ambassador 2-3091
Thursday's, Mrs. Richard K. Sweeney, 717 Glendale Drive.....Glenview 4-0496
Friday's, Mrs. Glen E. Smith, 2 Milburn Park, Evanston.....University 4-6153

JUNIOR KINDERGARTEN NEEDS

The junior kindergarten is greatly in need of trains, cars, dolls and animals. Other play material which it could use include kitchen utensils, small make-believe stoves and refrigerators, and boats. Mrs. Bleloch, the kindergarten teacher, would appreciate hearing from any parent who has some of these toys.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII November, 1954 Number 2

ACADEMIC DISCIPLINE — Part I

As a matter of taking inventory I should like to direct attention to academic discipline in our school. Last winter the reading public was deluged with articles and books decrying recent common substitutions for academic matter in school curricula. Many of these articles were angry denunciations. Some even accused public school leaders of joining in subversion of honest intellectual training as though they were part of a nationwide plot to undermine our national strength and character. So much smoke cannot have arisen without an origin in fire.

Searching for the fire one meets first a battery of labels: Progressive Education, Life Adjustment, motivation, functionalism, pragmatism, et cetera. Within the scope of any one of these terms may be found ideas which arouse suspicion as well as practices which appear ill suited to sound education. More often than not, however, trouble appears when someone espouses with fanatic gusto a "new approach" under a vaguely defined "new philosophy", and just as often one finds more of fanaticism and vagueness than newness. This. I think, is more the problem than is any attempt to find improper ambition among school leaders.

As far back as Plato and Aristotle thoughtful men were trying to turn the light of human intellect on their own problems. Both of these men would plead guilty to a search for an understanding which was functional, which led to adjustment to life, which was descriptive of and responsive to fact. They would find in educational thought of our time much that they understood and little that is new. Their schools were largely preoccupied with the relationship of man to man, with the purposes of man, with the composition and nature of matter, and they looked carefully at all that was known in order to find how each bit of knowledge might increase their wisdom.

From Greek days to now, the primary function of the school has been the same. There have always been schools which limited themselves by specializing in a branch of learning, and there have been schools with a particular approach to understanding, but the true school is one in which students seek to learn what is in fact true, and to think how facts may be organized to become wisdom. This is, of course, a simple plea for academic training. There is nothing new about it; there is nothing dramatic in the thought. It is not esoteric nor is it plebeian. It is aimed at the highest intellectual development, an aim one need not justify.

Just what is the substance of an academic program in the lower, the middle, and the upper grades? This is a question too important to be answered carelessly or in big generalities. I hope other members of the faculty will in subsequent issues of NOTES write of their own responsibilities and practices.

In the meantime, I should like to point out that our academic ambitions for the children in the school begin with four-year-olds and reach a unique degree of maturity in the senior class. When a four-year-old builds with blocks, he may add to his first structure, subtract from it, or divide it into equal or unequal parts. Later, the same child will be taught to express this experience in arithmetical symbols, and still later learn in algebraic terms to form general functions. When the first grader brings his treasures to the daily "show and tell" period, he must formulate in words that part of his interest which he cares to share. The criteria which measure his success are defined by his audience, and his peers demand of him continuity of story and a reticence in choice of material just as surely as these same criteria will be applied among adults.

Academic success comes from a combination of factors not the least of which is a mastery of skills. Ideas of magnificent proportions must remain blocked from those untrained to perceive them — or if perchance they come to the untutored, they are there imprisoned for lack of control of the medium through which they might be transmitted to others. Play with blocks may be the experience on which we build arithmetical and algebraic skills, but until these skills have been taught, a child must limit his mathematical thought to the level of manipulation of concrete objects. And equally, as he learns to tell his story, he is more ready to learn to write it. Insofar as we fail to teach this skill, we have cast him in chains — bound him to the audience which will stop to listen — in itself a contradiction of academic purpose.

A school seeking to impart both skills and knowledge must seek with constant vigilance those methods which in the light of experience are best suited to its time, its place, and its student, and it must be willing to see whether or not it is being effective with each of its techniques. We have learned in the last fifty years that our efforts will bite deeper and the effects last longer if we reconize that our students can profit academically from experiences which seem to be directed at social development. A Morning Ex is an interruption of work when it does not contribute to learning. A football practice must offer more than consumption of previous time and energy. A student government must contribute both knowledge and an opportunity for the organization of knowledge. We must know that an a cappella choir is offering to some what may come better to others through an orchestra, and we must know for each child whether our best hope lies in the choir or in the orchestra.

As we measure our methods in terms of our long range academic ambition we often make changes in technique, but I think we have not been guilty of losing sight of our goal. I know from the enthusiastic backing which this school enjoys that there is great unanimity of opinion as to our primary purpose and as to the

skill with which we reach our objective. I assume that as further articles appear in NOTES on the subject of academic discipline there will be some of you with ideas as to how we may better achieve our end. We welcome your contributions and promise to examine them honestly.

NATHANIEL STOWERS FRENCH

SHOP FOR CHRISTMAS AT THE TREASURE CHEST

Mrs. John T. Pirie II, chairman, and Mrs. Leonard S. Walworth, co-chairman, urge parents and friends of the School to support the Treasure Chest, an annual gift sale to be held Saturday, November 20th in both the girls' and the boys' gyms.

Proceeds from the sale will go to aid School projects. Mothers, alumnae and friends of the School have been working for months making articles for the sale. Some of these are stuffed animals, glamorous nylon net tablecloths, so popular last year; small felt Christmas stockings, gloves and aprons, children's books, as well as treasures, antiques and the like.

Bring your friends and select your Christmas gifts at this parent-sponsored Treasure Chest sale. Remember the date: November 20 from 9 A.M. until 5 P.M., in both girls' and boys' gyms.

VAUDEVILLE

The annual Vaudeville, a collection of stunts given by the Upper School, will be presented Friday night, November 13th, at 8:15, in the Auditorium.

This year's chairman of the production is Bill Pirie. In charge of the business end of the venture are Sue Barker and Bob Koff. Tickets are $1.00 each, and the money raised will be used to pay the referees at School games. Parents are urged to support this School activity, sponsored by the Student Council.

SCHOOL MUSIC

Interest in the instrumental music program has grown to such an extent that it has seemed advisable to divide orchestra students into three units on the basis of their school, so that there is a unit in Lower School, one in Middle School, and Upper School. Each group rehearses separately, for the most part, with occasional rehearsals with the full group. Individual instruction is also being offered at school. Individual lessons are arranged as part of the student's regular schedule of classes, so that they do not interfer with other work.

We have been so happy with the results of the trial program last year of teaching all second grade children to play the recorder that we are continuing this instruction in third grade and introducing it in second grade.

The children seem to enjoy learning to play this instrument, and we find that this program does a great deal to develop coordination, rhythm, and ability in ensemble work.

ATTENDANCE FOR UPPER SCHOOL GIRLS

We would like to remind all parents of Upper School girls that Friday afternoons have been made free so as to permit time for dentist and medical appointments, fittings, shopping and so forth. We would appreciate parents' cooperation in this and urge them not to take students out of any class.

We also wish to remind parents that the Upper School physical education classes after 3:30 P.M., are considered definite class time, on a par with academic classes. Girls should not miss these classes during the week.

We call this matter especially to the attention of the freshmen parents who may still be getting acquainted with the Upper School program.

KARLA LANDAU

* * * *

NOVEMBER CALENDAR

November 2 — Senior Kindergarten Parents' Meeting, Walling Hall - 8:00 P.M.

November 3 — Second Grade Parents' Meeting at the home of Mr. and Mrs. J. Robert Cohler, 2160 Sheridan Road, Highland Park - 8 P.M.

November 6 — Football - Private School League Play-Off, here - 2:00 P.M.

November 8 — Educational Lecture Series - Dr. William J. Faulkner, "American Negro Folklore", Auditorium - 11:15 A.M.
Faculty Tea - 6th, 7th, 8th Grades, Art Library - 3:30 P.M.
Fourth Grade Parents' Meeting, Walling Hall - 8:00 P.M.

November 9 — Fifth Grade Parents' Meeting at the home of Mr. and Mrs. Kenneth I. Russ, 1108 Chestnut, Wilmette - 8:00 P.M.

November 13 — Vaudeville - Auditorium - 8:15 P.M.

November 16 — Ninth Grade Parents' Meeting at the home of Mr. and Mrs. Philip T. Atwood, 44 Locust Road, Winnetka - 8:00 P.M.

November 20 — Treasure Chest Gift Sale - 9:00 A.M. until 5:00 P.M.

November 22 — Faculty Tea - 9th and 10th Grades - Art Library - 3:30 P.M.

November 25 - 28 inclusive — Thanksgiving Recess

November 29 — Faculty Tea - 2nd, 3rd, 4th and 5th Grades
Art Library - 3:30 P.M.

November 30 — Eleventh Grade Parents' Meeting at the home of Dr. and Mrs. William McMillan, 233 Central Street, Highland Park - 8:00 P.M.

December 4 — Basketball - Glenwood - here - 2:00 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII December, 1954 Number 3

MATHEMATICS AS AN ACADEMIC DISCIPLINE

An understanding of quantitative relationships and of the methods by which those relationships are handled is essential for successful living in a civilized society. Next to the mother tongue, the study of mathematics is consequently the most fundamental in our school curriculum. Understanding is basic in mathmatics. The acquirement of mathematical knowledge is not merely learning to compute, but primarily the process of discovering and mastering the principles out of which the computational methods develop. Accurate and efficient methods of computation are essential, of course, and children have to spend a lot of time practising methods to acquire accuracy and speed, but all the practice will be in vain if it is not preceded and accompanied by an understanding of the processes involved.

In turn this necessary understanding must be based upon experience, — experience in seeing the principles apply in many situations. This is true at all levels. Before the first grader understands that 3 plus 2 is 5, he must have had many, many experiences in which he saw for himself that three objects combined with two objects always resulted in a group of five objects. Similarly the high school student must have observed in countless concrete situations over the years that "the less the price per piece of candy the more pieces I can buy with my dime", or, "the faster we drive the less time it takes to get to the farm", before he can understand and manipulate the algebraic symbolism of inverse variation.

The basic importance of understanding in the study of mathematics is a natural result of the logical structure of the subject. Mathematics has been called "the science which draws necessary conclusions". This spirit of exploration, of reasoning things out, of seeing what results, of testing conclusions, of knowing why, must permeate the mathematics classroom at all stages. It is just as important for the second grader to discover and know *why* he carries in addition, as it is for a tenth grade geometry student to discover *why* the three angles of any triangle add up to 180 degrees. Each has his feet firmly planted on a rung in the ladder of truth, and can climb confidently up to new heights. Each can experience the excitement of new adventure, the thrill of personal discovery.

Another feature of mathematics that makes understanding so essential is its special language, — its symbolism. Mathematics uses a language all its own, a language that is practically worldwide. Before a symbol can have any meaning at all the fact, the thing, the relationship, must have been experienced and be known. Symbols generalize the results of many experiences. The symbol "5", or the word symbol "five", expresses the abstract five-ness which has been distilled from experience in seeing and counting dozens of groups of five concrete objects. When the symbol has meaning, our minds can then make use of it with tremendous results. We think in terms of symbols. When the symbols 5 x 3 are really understood, then the whole area of multiplication is opened up for logical exploration and settlement. In learning mathematics we must avoid, under threat of intellectual suicide, the manipulation of meaningless symbols. As teachers and parents we have to guard against pushing children ahead into symbol juggling without helping them to acquire the preparatory experience and understanding needed to give meaning to the symbols. Much of the time in mathematics work in school, especially in the lower grades, is devoted to planned experiences and experimentation designed to build meanings. All kinds of concrete material and special devices are used. Everyday experiences at home and shop and store and play are drawn upon too as much as possible.

The study of mathematics involves many concomitant disciplines that are also very important. These few should be mentioned: the necessity for accuracy and precision, both in computation and in thinking; the importance of promptness and thoroughness in doing work because each day's findings form the basis for the next day's work; the value of neatness and careful organization of written work in order to see relationships correctly; the need for careful reading and clear verbal expression; the efficiency of perfect memorization of essential facts after they have been developed with understanding; the practice of checking results and *knowing* that they are right; the constant association with eternal truth as exemplified in the universal laws of number and space and time.

How can parents help their children explore the mysteries of mathematics? They can help tremendously in providing the basic experiences upon which mathematical development depends, and in finding opportunities where the children may practice their present mathematical knowledge in real situations. Little children can go along and help shop, as well as spend their own allowances themselves. They can learn to make change, see how things are bought, — milk by the quart or gallon, eggs by the dozen, meat by the pound, and see the prices. They can share in the division of pies or cakes or boxes of cookies, and see that there are three thirds in a whole or two quarters in a half, and know that a quarter is more than a sixth. As they get a little older, they can help with the measurements needed and see the fractions involved when they help mother make a batch of fudge, or help dad make that bookcase in the shop. They can work out the miles per gallon the family car is giving, the cost to run the car per month or per year, the dress

allowance they will need, etc., etc. The owning, feeding and caring for pets can give vital significant mathematical experiences. They can learn much in the discussion of dividends from the family stocks or bonds, in figuring taxes paid for schools and other public services, or in estimating how much their education is going to cost. Soon genuine money-paying jobs on Saturdays or in summers can be worth a hundred times the money earned. Of course, these illustrations are all merely suggestive. Each family will have to explore its own unfolding possibilities. No great time need usually be used for these experiences, but three minutes of a child's time, spent when the child really cares, may be worth three hours of the child's time spent in drill at school.

These informal, everyday home experiencs may contribute to the eventual understanding of many complex mathematical principles. The relationship of the number of gallons of gas bought to the cost, the amount of food needed for the dog for a varying number of days, or the amount of allowance received as it increases with the child's age, are all simple illustrations of algebraic functions. Examples of proportions, both constant and changing, are encountered at every turn. Similarity is met in every picture, map, plan or blue print, — congruence in patterns and designs. And to calculate the changing rate at which the chicken feed disappears as the chickens increase in size would probably stump the college calculus professor! The more such quantitative experiences your youngsters can have as they grow up, the better prepared they will be to absorb mathematics, especially if someone takes the time as they pass along to call attention to the numerical and spatial relationships involved, and the spirit of inquiry nurtured there may lead some of them as they mature into new insights into the mathematical structure of the universe. The foundation of imagination, as well as intellectual understanding, is experience.

LEWIS A. TAYLOR

CHRISTMAS PLAY

Again the 9th grade will give a medieval Mystery Play for our Friday afternoon Christmas program. This year The Benediktbeuren Play has been chosen; it presents some of the Old Testament prophecies, the Annunciation and the Nativity. One new feature in this year's play, which actually was a standard in the medieval tradition, is the presence of the Devil trying to dissuade the worshippers from their adoration.

The students will study the dramatic tradition as well as the Bible story as preparation for their work on the performance. The Play will be given on December 17th at 4:00 P.M. in the Auditorium, and a section will be reserved until 3:50 for families of the 9th grade.

INTERSCHOOL RELIGIOUS CONFERENCES

Among the opportunities our high school students have to pursue interests beyond our own school and to work with students from other communities are three inter-school religious conferences to which we send representatives. On November 11th eight juniors attended a Chicago meeting of the National Conference of Christians and Jews. Early in December the Council for Religion in Independent Schools will sponsor a two day conference of Mid-West Preparatory delegates. Girls who have completed their junior year may attend the conference sponsored by the Headmistresses of the Middlewest in Lake Forest for a week, following the close of school in June.

ALUMNI TO SPONSOR BENEFIT FOR BUILDING FUND

The Alumni Association is sponsoring the presentation of the 1955 production of Off The Ground, Inc., a group of North Shore couples, many of whom are graduates of the school, for the benefit of the Building Fund. President Henry Bartholomay and Benefit Chairman Anna Steinhoff advise that four performances of the show, an original musical comedy, will be given in the school auditorium in March, and cordially invite any parents who might be interested to take an active part in any and all phases of the production.

An open house will be held at the school on December 12, from three to nine o'clock, to introduce the plans for the show so that anyone interested in acting, singing, or working backstage may hear music from the show and learn all about it. The alumni would be glad to welcome any parents who might want to take part.

Off The Ground is a local organization of thirteen couples who have put on two previous original musical comedies with marked artistic and financial success. Recipients of the proceeds from the previous shows were two nursery schools in Winnetka. It is particularly apt that this year's show be put on for the benefit of Smith Hall, for the majority of those taking part in the shows are school alumni. Last year some sixty members of the show were associated with the school.

The sponsorship of this benefit marks the rebirth of the Alumni Association, an event for which many alumni have been working for some months. It is hoped that the benefit will be a rallying point around which the enthusiasm of the alumni for the school may generate into a vital contribution to the physical betterment of the school facilities.

TWO CHANGES IN THE PARENTS ASSOCIATION

The new first grade chairman is Mrs. Irwin S. Wertheimer, 445 Havenwood Street, Highland Park 2-1824.

The new editor of NOTES is Mrs. Walker Morgan, 631 Glendale Drive, Glenview 4-0486.

CHRISTMAS MUSIC

The Christmas music program has been extended this year by the addition of a Candlelight Concert on the afternoon of December 19, at 4:30 P.M. Included in the program will be traditional choral works sung by the A Cappella and Ensemble, both alone and in combination; a repeat presentation of the Tableaux sung earlier in the week; and the singing of favorite carols by all. It is hoped that the occasion will provide an opportunity for parents and friends who might not otherwise be able to join in the festivities.

During the previous week school singers will be heard on three other occasions. Morning Exercise on Tuesday, December 14, has been set aside for the Tableaux, and A Cappella and Ensemble will provide the music. On the next day, at the same hour, the High School Chorus will be heard in selections from the Christmas portion of The Messiah by Handel. Then on the afternoon of the Christmas play, Friday, December 17, groups from the Lower School perform while others from the Middle and High Schools will provide music for the play itself.

The Christmas season at North Shore is always a busy and pleasant one. We hope many will come to enjoy it with us.

OUTSIDE ACTIVITIES

At the annual fall meeting of The Private Schools Association of the Central States, to be held at Northwestern University on November 20, Mr. Thomas will speak before the English Section of the Association. His topic is "What Is an English Teacher?" Serving as a panel to lead discussion on the points brought out by Mr. Thomas will be a number of college men interested in the teaching of college freshman English.

Many of the faculty will take part in these outside activities:

1) National Conference of Christians and Jews. (Mr. Howe)
2) Lake Forest College: What Youth Wants to Know About World Trade. (Mr. French)
3) National Preparatory Schools Conference on Religion. (Miss Deane)

NEEDED FOR LEICESTER HALL

Rugs, books for the library, and some items of furniture would be gratefully received at Leicester Hall. Rugs in plain colors up to 9 x 12 in size are needed in various rooms and to make a stair carpet.

The common room would be improved by such items as occasional chairs for television viewing, and a coffee table.

The library is well stocked with ancient textbooks and paper-backed Westerns but is sadly lacking in recent and readable fiction and non-fiction.

The boys' rooms could use some drapes and bedspreads.

DANCE CLASSES

Again this year Miss Sybil Shearer and her staff will be working with the high school girls in Dance classes. In the six school weeks following Thanksgiving every girl will have Dance once or twice a week, depending upon her athletic program. In the second semester those who wish to concentrate more fully on work in Dance will have an opportunity to do so.

THE CHRISTMAS HOLIDAYS

All students from the ninth grade through the senior class will have one day's assignment in each of their subjects to complete and bring back with them when they return in January. There will, of course, be some, including Middle School students, who will need to complete work which they missed during the fall term, but for the most part the requirements of the school will be limited to work which can be completed in two or three hours. It will be helpful to the students if the parents are aware of this and help their children to plan their work before the last evening of the vacation.

NATHANIEL S. FRENCH

THE FOOTBALL SEASON

Our first game of the year was a loss but the real awakener for our team. We were behind 18 to 0 at halftime with our boys not really in the game. We started the second half with a touchdown and our boys were on the way. We easily out played Milwaukee the second half and should have scored several touch downs if our boys could have realized their own strength. Their succession of long runs in this game gave them the confidence they needed for the remainder of the season.

The second game was easy with every boy who had suited up playing and winning over St. George Jr. 25-0. Glenwood fell the same way the next week 32-0. The following two weeks were tough ones with our boys losing to Luther North 13 to 12 after we had outplayed them and not being allowed a point after touchdown which we were certain we had scored. The next Saturday Wheaton gave us a good drubbing 26-6.

Our boys had to come back the next Saturday, October 23 against Luther South and they did winning 25 to 20. Then for the final game in our division against North Park Academy which was to decide whether we would be in second place or tied with three other schools for 3rd place, we were definately the underdogs but our boys upset the applecart by winning 14 to 13. That gave us the opportunity to play Chicago Latin the co-champions of the white division. This was almost too good to be true and our boys won that one also 14 to 13.

All in all it was afine season for a group of boys who had not been rated as a top team. We won 5 and lost 3 ending up in second place in the Red Division and with our win over Latin moved into second place in the total ten team league.

Three of our players made all conference in the Red Division. They were as follows: Bob Jones, all conference guard; our 1954 captain Pearce Sherman, all-conference center; Paul Loomis, all-conference end, 1955 captain elect.

M. J. MCCARTY

DECEMBER CALENDAR

December 3 — 6th, 7th, and 8th Grade Square Dance — Girls' Gym; 7:30 P.M.

December 4 — Basketball — Glenwood, here; 2:00 P.M.
Lower School Toy Shop: 1:00 P.M.

December 6 — Educational Lecture Series; 11:15 - 12:15 P.M.
Harriet Smith "Trailside Adventures".
11th and 12th Grades' Faculty Tea — Art Library; 3:30 P.M.

December 7 — Basketball — Luther South, there; 4:00 P.M.

December 10 — Basketball — Harvard, here; 4:00 P.M.

December 11 — Basketball — Milwaukee University, there; 7:00 P.M.

December 13 — German Christmas, Grade 2, Auditorium; 11:15 A.M.

December 14 — Christmas Tableaux — Auditorium; 11:15 A.M.
Presented by Upper School Art and Music Departments.

December 15 — Christmas Music — Auditorium; 11:15 A.M.
Presented by the Music Department

December 16 — Santa Claus Party — Boys' Gym; 11:15 A.M.

December 17 — Christmas Play — Auditorium; 4:00 P.M.
Presented by 9th Grade Students.

(Seats reserved for 9th grade parents until 3:55 P.M. No classes for Lower School on this day. Pupils, grades 1 through 5, will report to grade room teachers at 3:30 P.M., and sit with their own grade for the play. Regular school day for Middle and Upper students. ALL BOYS REQUESTED TO WEAR COATS AND NECKTIES.)

December 18 — Basketball — Francis Parker — here; 2:00 P.M.

December 20 — Christmas vacation begins.

January 4 — School reopens; 8:28 A.M.
A most cordial invitation is extended to all parents to attend the special Christmas programs. Each is an outstanding event of the School year.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

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THOUGHTS ON SCIENCE TEACHING

The objectives of Science teaching fall into two broad categories: those which aim at imparting information about, and an understanding of, natural law; and those which tend to increase the student's power for further work in science.

These are not mutually exclusive. Scientific knowledge, skills, information, an understanding of the use and implications of the scientific method, objective thinking as emphasized in science courses, and even a cursory glance at the socio-political problems arising from the rapid strides of science in the past few decades, may, when understood by an individual, go a long way toward furthering both these objectives.

In the world today, with scientific and technological knowledge advancing at an unprecedented rate, it is easy to prophesy that forthcoming developments in these fields will continue to present an increasing number of problems for all of us. A few of these, chosen at random, could well be problems associated with the development of new and faster methods of transportation, distribution of goods, problems relating to tools and instruments of warfare, use of atomic reactor products, safety, conservation, and health. A closely related problem of growing socio-economic importance is the training of personnel in an area of machines and controlled power. To help individuals cope w ith these and other problems it is necessary that a science program have many aims and objectives.

We hope that a study of science will help the school child, in his years of early development, to become acquainted with the modern world, — a world of which he will increasingly become a part. He should have opportunities to explore in areas of his own choosing dictated by reason of individual interest, to p articipate singly or in a group in controlled experiments to determine causes and effect relationships, to obseve carefully planned demonstrations designed to further his understanding of concepts and principles, and to develop his power of observation. In class discussions he must have the opportunity to evaluate the observations of his peers, and the opportunity to formulate and express his own ideas clearly and forcibly. He should be encouraged to draw conclusions about phenomena carefully

selected in consideration of his degree of maturation, and in which he may be able to feel the sense of accomplishment; and he should also be presented with some situations which he cannot fathom completely, but in which the seed of interest may be planted for a later consideration of the problems when more knowledge may be brought to bear upon them.

He must learn to be as completely objective as possible at all times. The ability to consider new material or information in its bearing upon a problem previously "solved" is of paramount importance in all phases of scientific endeavour. Re-examination of concepts and understandings must constantly be made without the crippling limitations enforced by previous concepts, understanding, prejudice. Somewhere along the line he must learn the importance of the "open mind" approach to situations. Scientific history is replete with examples of laws and principles once thought of as offering complete interpretation of a physical situation only to be later incorporated in a totally different or a more comprehensive law or principle. An instance in point of this would be Aristotle's declaration that "Nature abhors a vacuum", later to be resolved by an understanding of the nautre of atmospheric pressure; or the successive determination, with constantly increasing precision, of the atomic weights of the elements; or, for another example, the varying concepts of the nature of light from Huygens and Sir Isaac Newton through the hypotheses of Clerk- Maxwell and Hertz to, in our day, those of Max Planck and Albert Einstein. As for the quantity of material to be studied in a science course, there is no question but that it should be wide in scope, but it should at all times conform more to the intellectual demands of an orderly subject matter than to whimsical amassing of merely factual content. A great quantity of miscellaneous information does not make one a scientist, nor does it imply ability to cope with problems in the realm of scientific inquiry. Intensive investigation of a particular subject or problem, with a maximum of accuracy of concept, will do more to advance a pupil's ability to think analytically and with accuracy than a smattering of several projects or fields of investigation inadequately covered. The self-discipline of working for a particular achievement is of great importance. Properly motivated, a student will acquire the habit not only of thinking, but also he will add the dimension of depth to his thinking. One thought built to another, and another, and another, forms a chain of understanding.

Properly motivated and nurtured, the urge to grow — really to know — becomes important to an individual. With the first realization that the design of our physical world is really composed of law and order, there is usually a desire to continue this course of discovery, to delve deeper into the why and wherefore of his environment. When this happens, a child has made a pronounced forward stride in growth and maturation, the outcome of which may well become his own unvarying insistence on intellectual honesty at all times.

William W. Talley

ALUMNI BUILDING FUND BENEFIT IN MARCH

The four benefit performances of "Sell'Em The Sizzle", an original musical comedy written and produced by Off The Ground, Inc., and sponsored by the Alumni Association, will be presented in the School Auditorium March 2nd through March 5th.

Producers and sponsors report a great deal of interest in the show on the part of many local people who have appeared in Off The Ground productions in the past as well as many newcomers. Tickets are selling already at a rapid rate. The Treasure Chest has taken fifty ten-dollar seats for the gala opening night performance, and orders are coming in by mail and phone. You will find enclosed a ticket application in this issue of the Notes. It is advisable to send in your application immediately to assure getting good seats.

Thirty-seven songs were submitted for inclusion in the seventeen song spots in the show, and the successful entries were selected by the thirteen couples who make up the membership of Off The Ground. Work has begun on all other aspects of the show, and the varied activities of all concerned should make for a memorable production.

Sponsorship of the show marks the revitalization of the Alumni Association, and it is hoped that through the combined efforts of the alumni and the creators of the show, a sizable gift to the school Development Fund can be made, to assist in the financing of Smith Hall. Alumni President Henry Bartholomay and Benefit Chairman Anna Steinhoff urge parents and friends of the school to attend this show. It provides an opportunity for an enjoyable evening, and at the same time a chance to contribute to a project of great importance to the school and to the community, the building of Smith Hall.

Ticket applications may be obtained at the school office at any time.

A special program is being produced for the performance. Parents, as well as others, will be offered the opportunity of purchasing adverisements for it. Proceeds will also be added to the general proceeds of the benefit.

* * *

Upon returning to school after the holidays, the high school, meeting as a chorus, will begin familiarizing itself with the music of the 1955 opera which will be Gilbert & Sullivan's "Yoeman of the Guard". This is the first time the opera has been undertaken at North Shore and those who know it are looking forward to the opportunity of hearing again what is perhaps the finest music of them all. Tryouts for the leading roles will be held early in February.

CALENDAR

Tuesday, January 4 — School opens, 8:28

Friday, January 7 — Basketball, Wheaton, there

Monday, January 10 — Ed Lecture Series: How to make a Movie, 11:15

Wednesday, January 12 — Basketball, Lake Forest, here. 4 P.M.

Saturday, January 15 — Basketball, University High, here, 2 P.M.

Monday, January 17 — 9th and 10th grade Tea, Art Library, 3:30

Tuesday, January 18 — Basketball, Luther South, here, 4 P.M.

Friday, January 21 — Basketball, North Park, there, 4 P.M.

Monday, January 24
Thursday, January 27 — 2nd Term examinations for upper School

Tuesday, January 25 — Basketball, Lutheran, here, 4 P.M.

Friday, January 28 — Upper school excused at noon, Opera Kick-Off

Saturday, January 29 — Basketball, Milwaukee Country Day, here, 1:30

Monday, January 31 — 2nd semester begins

Tuesday, February 1 — Basketball, Latin, 4 P.M.

Saturday, February 5 — Basketball, Glenwood, there, 2 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

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MIDYEAR INVENTORY

With the first week in February we begin our second semester. I have been looking around to see what it is that keeps so many people so busy so much of the time. It would be impossible to pass on to you all that this midyear inventory includes, and I realize that many of you already know what goes on within a single grade. But I would like to share with you my delight in the wealth of activity an inventory at this time uncovers.

As you walk in the front door of the Lower School you find the new rink, frozen for the first time this winter, with children of all ages skating. In a kindergarten is a grocery store complete with cash register (toy type) and shelves stocked with packaged foods. Trade in this store is carried on with money created by the kindergartners. In the first grade you will find evidence of early steps in learning to read: an alphabet suspended like festival decorations, a calendar in large letters with a marker set for the particular day, attractive books spread on a large table, and off in one corner six children reading together while others work at their desks. In the second grade are further exercises in reading and in arithmetic but the room is dominated by a large wall panorama depicting Eskimo life. On a table is a collection of Indian dolls, bead work, miniature totem poles and arrow heads of a west coast culture. This in turn will be followed soon by study of a group still further south — the succession of study following the probable original migration of Indians into North America. In the third grade they are just half way through the spelling book, beginning a new book on phonics and another on handwriting, and can proudly display a series of weekly compositions. During their rest periods they have had twelve books read to them in the first semester. Either a second or third grader may greet you with "Guten morgen", reflecting their classes in German with Dr. Landau. In the fourth grade the teacher has typed the students' compositions so that one may find folders for each child showing progress through the semester. Arithmetic periods have been handled by two teachers so that each pupil may reach his own best potential.

All of the children in the Lower School are getting daily music. On the wall outside the art room is an exhibit of eighteen pictures showing ways of painting a tree. Out of the kiln have come one hundred and sixty pieces made, glazed and fired by Lower School children, including many human figures done by the fourth

grade and a series of bowls done by the third grade. After finding so much in the art room and in the shop and hearing about science demonstrations including simple machines such as pulleys and inclined planes and a project with combustion which ended in the students making their own CO_2 extinguishers, I understood better why some fifth grade boys were working on their school work last Thursday afternoon at four-twenty. They are not allowed to go to their Friday aftenoon extra art, shop and science periods unless they have completed all academic work required for that week. There is a physical education period daily and it seems to be a remarkably good thing that these periods are handled by the same people who coach the varsity sports in High School. One group of children, including representatives from five different grades, is making a special study of Australia.

I was delighted to learn from the Middle School faculty the amount of academic work that is going ahead. They begin their day with two hours and forty-five minutes of solid academic effort and after Morning Exercise, a period of physical education and luncheon, they go back to an hour and fifty-five minutes of work divided between supervised study periods, arts, and shorter academic periods before they go at two forty-five for their afternoon athletics. This is a long hard day for children of this age, but in my inventory I find much to be grateful for. Beyond these requirements there are two boys working on a special science project with a high school teacher. There are three eighth graders moving beyond arithmetic and into algebra, normally taught in the ninth grade. There is one eighth grade boy studying Roman History informally with a high school teacher. Four children of the Middle School are getting four and a half hours of piano instruction during the school week. The eighth grade finds time to publish a newspaper; four children are involved in a job of repair and resurfacing on desks; the Middle School has given a series of Morning Exercises and participated in others when the major responsibility was taken by the Lower School or the Upper School; they are running a safety program for the protection of the Lower School children on the parking lot; nine of them are playing in a school orchestra; seven of them comprise the Middle School student government, and I was interested to notice that their committees are not of the standing type but rather groups that get together to plan and undertake a job and to disband when that job has been completed.

The Middle School introductory language course seems to be going well. They have completed eight weeks of Latin and are now undertaking eight weeks of German prior to eight weeks of French, which will be followed by a study of the grammar necessary for all foreign languages. This work is being done with high school teachers.

Each student in the Middle School gets four periods to be divided between music, art, and shop each week and they have managed to build a chorus which many of you heard sing at Christmastime. They have currently seven basketball teams in order to be sure that every child in the Middle School will be given the opportunity to play in inter-school competition during this season.

In the High School the academic pace is close to maximum, as I feel sure it should be. There are currently 126 students in the High School and enrolled in foreign language courses are 129 students, 25 of these already in their third and fourth year of their language. All students in the High School take at least one laboratory science and half of those now enrolled in physics or chemistry have previously taken biology. Every child in High School is taking English, of course; some have arrangements set up with teachers to do work beyond that normally required of the class. Most students take at least one year of algebra and one of geometry. Twenty-nine eleventh graders out of a class of thirty-four are now continuing mathematics with a second year of algebra. No senior girls are taking advanced math, but two-thirds of the boys are involved in this course. Twenty-four freshman out of a total class of forty-one are studying Ancient History. Thirty-three out of sixty sophomores and juniors are enrolled in either Medieval or Modern History, and virtually all seniors are enrolled in the United States History course. On graduation well over one-half of all students will have completed two or more years of History.

There are currently fifteen students meeting regularly as members of the Student Council and more are involved in special committees of the Council. Twenty-four students are at work on the publication of the MIRROR and the PURP, and occasionally they get assistance from others. Thirty-two students are rehearsing and performing regularly with the A Cappella and Ensemble singing groups. A committee of twelve meets to arrange for daily Morning Exercises. Most high school students have, at one time or another, worked with children in the Lower School. Juniors and seniors sit with younger children at Morning Exercises and sixteen high school students have been regularly scheduled for work in the Lower School.

School morale is harder to measure. Perhaps you can best get this at your dinner tables at home. We expect to win more than our share of games, and we have. We expect by hard work to achieve better scores in subject matter tests than native gift would suggest, and we have. We expect to help one another out when help is appropriate, and we do. We expect of one another a little more tomorrow than we are capable of giving today.

NATHANIEL S. FRENCH

HIGH SCHOOL LIBRARY

Mrs. Wishart, our librarian, and the able parents' committee, have done much in recent months to improve the High School Library. Their work is largely of a dust, paste, and record nature, but they do it as though it had great and immediate rewards. We see the reward in the amount of use the library is getting from the students. Our books are increasingly in use, and that is the test of a library.

The main job recently has been one of clearing out the old and replacing with books that fill the demand, or even create their own demand. This has been done.

Every shelf now has some space for new books; each shelf is a bit brighter in color for the addition of new titles.

A school library, we think, should be primarily a good reference library; a place where the students can look up the material they need for their courses or their curiosity. Therefore, we feel justified in spending the larger portion of our annual budget for reference books. However, to the students, much of the pleasure, and much of the gain, is in the fiction section. By making second-hand, rummage sale, and house-sale purchases, we have added many shinny titles of recent novels. We could use many more. We could replace copies that are now worn out or strayed.

We ask that you think of the library when you have to make more room in your shelves. Have you last year's, or even last decade's, books of the month that are neither too precious nor too passe? We have a place for them where they will be read and re-read. Thomas Costain, Lloyd Douglas, Alan Paton, Schellebarger, Roberts, Forbes; plays, biographies, or children's books outgrown: we have a place for any of them. Send them to School with your child, or bring them to the office.

P.S. We are missing the E volume of our new blue-covered *World Book*. If it happens to be around the home, please see that it gets back to us.

TICKETS SELLING FAST FOR ALUMNI BENEFIT SHOW

Tickets for the Alumni Association's benefit performances of SELL'EM THE SIZZLE, on March 2nd, 3rd, 4th, and 5th, are selling at a rapid rate, we have been informed by the Benefit Committee. Parents and friends of the school are urged to get their ticket applications in as quickly as possible to insure obtaining the best seats, as orders are being filled as soon as received.

The musical show, an original production created by Off The Ground, Inc., a group of North Shore people, most of whom are graduates of the school, promises to be better than its two predecessors, SUGAR AND SPACE, and UP AND ATOM. A cast of more than eighty will be presented, with a wealth of new talent, including a former lead in SONG OF NORWAY. The school is represented liberally, with Rhie Thomas, wife of Faculty Dean C. A. Thomas, being one of the featured stars.

The gala opening performance on Wednesday, March 2nd, is to be a formal affair, with tickets at ten dollars. This price was set so that the greatest possible amount could be raised for the benefit of the Development Fund, and specifically for Perry Dunlap Smith Hall. Prices for other performances are $4.40 and $3.30. It is hoped that as many parents as possible will attend the opening night performance and consider the amount they pay for their tickets as an addition to their contribution to the Development Fund.

Parents are also urged to help in obtaining ads for the program. The greater the revenue from these ads, the more funds available for Smith Hall. Parents interested in either taking ads or helping get them may call Mrs. Robert Steinhoff, Alumni Benefit Chairman, WInnetka 6-5495.

The ticket office for the show opens February first at Porter's Electric Shop in Winnetka. Hours are from ten to eleven-thirty until February 17th. From that date the box office will be open from ten to four, except Wednesday afternoons. The box office will have a special phone number, listed with Information, under SELL'EM THE SIZZLE. Ticket applications are available at Porter's, from Alumni Benefit Committee members, from the cast, and at the school office. Alumni Association members of the ticket committee are Mrs. Theodore Donaldson, Mrs. Albert F. Winston, Mrs. James L. Worrall, Mrs. William Carroll, and Mrs. H. C. Becker.

This is the first major attempt of the Alumni Association to support the school in a tangible way. We hope every parent will see his or her way clear to helping make this benefit a great success, particularly as a source of contributions to the Development Fund. It is an unusual opportunity to demonstrate to potential patrons of the school the close ties between the school and its graduates. The effort to produce a show on this scale for a benefit of this kind is unprecedented in schools the size and type of North Shore Country Day. Furthermore, seeing SELL'EM THE SIZZLE is as enjoyable a way of making an addition to your contribution to the Development Fund as anyone could imagine.

Place your ticket order as soon as possible! Please make checks payable to N. S. C. D. S. Alumni Benefit.

"LOOKING AT MODERN ART"

A series of discussions on "Looking at Modern Art", will begin at 8 p.m. Monday, February 21st, in Walling Hall at the School.

The discussions, sponsored by the Art Institute of Chicago through a grant made possible by the Fund for Adult Education of the Ford Foundation, are open to residents of the North Shore community.

The North Shore group is especially fortunate in having as its discussion leader Daniel Catton Rich, director of the Art Institute. The series will consist of 11 Monday evening meetings. No previous training or art education is necessary. The course is given free of charge but for a fee of $10, for which the applicant receives a special manual for the course containing 90 reproductions, 8 in full color.

A person wishing to attend must make application in writing directly to Daniel Catton Rich, the Art Institute of Chicago, Chicago 3, Illinois.

TWELFTH GRADE MEETING

There will be a class dinner meeting on Tuesday, February 15th, at 6:30 in Walling Hall. After dinner five of the parents will discuss vocational opportunities in their several professions. Mrs. Edward H. Collins, Dr. Emil Hauser, Mr. Walter Stearns, Mr. Richard Simmons, and Mr. W. Lindsay Suter will speak on real estate, medicine, printing, investments, and architecture, respectively.

FEBRUARY CALENDAR

February 1 — Basketball — Latin, here, 4 P.M.

February 2 — Girls' basketball, at Ferry Hall, 3 P.M.

February 5 — Basketball — Glenwood, there, 2 P.M.

February 7 — Educational Lecture Series — Francis Bertram Sedgwick-Jell, "A Day at the British Consulate" — Auditorium, 11:15 A.M. to 12:15 A.M. — Mr. Sedgwick-Jell is Vice-Consul for the British Consulate here in Chicago. He has just returned from Indo-China.

February 8 — Basketball — Elgin Academy, here, 4 P.M.

February 11 — Basketball — Luther North, there, 7 P.M.

February 12 — Basketball — Racine Lutheran, there, 7 P.M.

February 15 — Twelfth Grade supper meeting — Walling Hall, 6:30 P.M.
Basketball — North Park, here, 4 P.M.

February 18 — Basketball — Christian High, there, 7 P.M.

February 19-22, inclusive: Washington's Birthday, school closed.

February 19 — Girls' basketball — Roycemore, here, 10 A.M.

February 21 — Basketball tournament, 7:30 P.M.

February 23 — Basketball tournament, 3:30 P.M.

February 25 — Basketball tournament, night game.

February 26 — Basketball tournament
6th, 7th, and 8th grade square dance
Girls' basketball game — Latin, there, 10 A.M.

March 1 — Basketball — Lake Forest, there, 4 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII March, 1955 Number 6

LANGUAGES IN A CHANGING TIME

It has been said that to think is to communicate with one's self and to speak is to communicate with others. Only through the means of verbal expression can the individual build a bridge between himself and his fellow men. The more isolated a person lives, the less the urge for verbal communication and the more limited his ways of expression. Constant human contact develops a desire and a capacity to state clearly and forcefully one's reactions, emotions and thoughts. With the growth of community life, of urban centers and means of transportation, physical isolation is slowly disappearing. As a result, we have easier and freer communication from man to man and people and people.

Language is a powerful tool in human relationships and understanding. Every language is also a mirror which reflects the specific characteristics of a people. To know a country and a people it is, therefore, necessary to understand and interpret their language. Every language pattern presents a different mode of feeling and thinking.

In an article on India (Harper's Magazine, June, 1954) Mr. H. Gideonse writes about the completely different meaning the word "freedom" has for us and for the Indians. The Indians seem to have several concepts of this word which for us has one clear and unmistakable meaning. In a lecture Mr. Gideonse gave on "Changing American Philosophies of Freedom", he points out that our word 'freedom' is generally understood as "moksha", which in the classical Hindu sense stands for freedom as "the absence of desire". He states that "the word is related to the liberation of the self from material and physical needs, and is obviously almost the exact opposite of our conception of freedom as the presence of choice. Choice is clearly rooted in desire, or at least in interest".

In a period of history such as ours when the understanding and evaluation of peoples and nations is of the utmost importance, the study of languages has a specific significance. It would indeed be shortsighted to overlook languages as a dominant educational feature. North Shore Country Day School fortunately has always been aware of its responsibilities in this respect. Our language department has had the possibility of developing interesting programs.

Besides and beyond teaching a skill, we have endeavored to awaken the student's curiosity and interest. It is, of course, important first to lay a sound foundation for the study of language, to teach vocabulary and reading, conversation and grammar, as well as patience and good working habits. What is of real signifiance, however, and opens new vistas for a broader education is the choice of good reading material, the discussion of ideas, the sources of linguistic and intellectual information. Material has to be carefully chosen and related to each specific group of students.

When reading a work of literary value it is helpful to stress the common human experience and to make the student aware of the human problem as such. It is not only the action which interests. One will find that it is even more important to stress the thought content of a work and to examine its validity for our time.

Following this trend of thought, we try to acquaint the student wih certain works of literature within their grasp. On the whole, one should always keep in mind that the arousing of real interest in the student's mind and heart at the high school level cannot be achieved by the historical approach alone. What also counts is the awakening of emotional ties which make a work meaningful to the young person. For instance, what is the problem of responsible choice in Schiller's drammas? I believe we understand it far better today than in our own school days when Tell's words: "Rather death than life in slavery" had very little meaning.

Liberty and free choice as we find them in the classical French and German drama, or the iron necessity of the German naturalistic drama and the French naturalistic novel where man seems entirely governed by outside forces, these are questions which quite naturally intrigue the student. It is not without significance that the young person of today will be interested in a play like "Wilhelm Tell" which, as one of my students put it, "surprised him by dealing with problems which are still highly important". The rights of men (Schiller calls them "the eternal rights") are not so easily accessible any more in a world which has been conditioned to look upon man as being caught in the maelstrom of antagonistic forces either of physical or of socio-economic nature.

The social science class may concern itself with the attempt to understand a country and its people through the knowledge of its geographical, historical and social background. The modern language class may find it more helpful to examine the country and its people through the eyes of the artist who presents to us individual human beings and makes us feel with them.

As our high school program offers four years of foreign language we have the opportunity for creating a firm foundation. We can work with the students on an individual basis. We don't have to rush our students through a six weeks course in grammatical principles as is the case if they begin a foreign language as college freshmen. We find time to correlate grammatical constructions with reading and speaking exercises. We want our students to be able to understand the spoken language and express themselves with reasonable ease. The degree of success, of course, depends on the student's ability in the subject.

The later one starts the study of a foreign language the more difficult it becomes and the more conscious and concentrated effort it demands. We offer a few months of French, German, and Latin in the eighth grade so as to introduce the student to the different sound and structure of the foreign language before he enters high school. This enables him to make his own intelligent choice and it helps us to find out where his greatest ability lies and how much time he should devote to the study of language. This eighth grade course teaches the foreign alphabet, spelling, pronunciation, some initial conversation, and simple reading. It also includes a study of the general principles of grammar, pointing out the similarities as well as the differences between English, Latin, French and German genders, prepositions, cases (declensions of nouns and pronouns) and tenses.

The course further seeks to awaken an interest in the relationship and derivation of words: the German word "Bensch" for human being, for instances, is derived from the Latin word "mens" meaning mind. The English word 'fashion' is developed out of the French word "facon", meaning manner or mode. The English word 'verdict' comes from the Latin "vere dictum" which means something truly stated.

Of course, it is most desirable to begin a language as a child, and we have therefore set up a regular course for German in the second grade. I was particularly interested in such an experiment and have been planning it for some time. The

receptiveness of the school and the parents to this idea and the enthusiastic support of the lower school music department, as well as the wonderful cooperation of the lower school teachers, has contributed to make this experiment promising for the future. In the past a number of schools tried to teach languages in the lower grades. Perhaps too much stress was laid on games and songs alone which the children learned by heart without more than an entirely mechanical effort on their part. Very often they did not know the exact meaning of the words they used as no physical correlation had been established between the word symbol and the object. For a good program it is important to relate closely the speaking and acting. We, for instance, enact a scene of getting up in the morning, of dressing, of eating breakfast, of meeting a friend, and so forth. The children learn to understand the teacher but they also have to try to speak themselves.

Teaching of this kind demands a lot of review, attention, and interest and should, therefore, be as dramatic and as varied as possible. Games and songs are a very helpful part of such a course and should not be neglected, especially in German where music has always held such an important place, and where one possesses a wealth of beautiful and enchanting folk and children's songs. What we really need is a combination of systematic teaching of words in context, of games where those words and phrases are used, and of songs where the rhythm and the melody will help the children retain the text. They are all inextricably bound together and should not be lacking in any grade course.

For the parents interested in this experiment mimeographed copies of the different lessons up to Christmas are available. Copies of the future lessons will enable the parents to win a better insight into what we are doing and also give them the possibility of reviewing and practising with their children if such should be their intention.

We hope to continue this course through all the grades so as to create a more natural background for the study of languages which will also have to include spelling and reading from the third grade on. The course will be left very elastic so that it can at all times be adjusted to the particular group and fitted into the general grade program.

We believe we are meeting a definite need by carefully organizing and expanding our language program. For, to quote Johann Wolfgang Goethe, "Wer keine fremden Sprachen kennt, weiss nichts von seiner eigenen", — He who does not know a foreign language knows nothing of his own.

KARLA LANDAU

FULBRIGHT PLAN

In the past weeks it has been my privilege to write off a small part of a large debt of gratitude; and those debts are the hardest kind to pay. As a part of the Fulbright plan our family spent 1952 in Australia. In that short time we were entertained as a family in sixty-three different homes, and in some of those many times. Eighteen schools shared their ideas with me, and their teachers were eager to hear of life in America and what we are doing in education.

A small special interest group in Lower School was organized after the holidays. Representatives from each of the five grades have met for an hour a week to discuss with each other the reading each had done in his individual field. From these weekly discussions all of the children have acquired a large body of information about that remote, but highly strategic continent. Several children have assumed some of my feeling of a second nationality, and use strange Australian words like *billabong, mustering, kelpie, billy, joey,* and *koolobah* quite unconsciously.

Several programs have been too exciting to reserve for this small group alone. On February 7, Miss Jean Whyte, Librarian of the South Australia State Library and a student in the Graduate Library School at the University of Chicago, came to work with us. After a short meeting with the small group she told the whole Lower School how a joey returns to mother kangaroo's pouch after he has ventured out, showed them how a kookoburra sounds when he laughs in the bush, and discussed the trials and joys of keeping a black swan as a pet in an arid country. Her description of education by correspondence on a sheep station of 330 square miles, forty miles from the nearest village, gave the children a convincing picture of the isolation of all the out-back country of Australia. She closed her talk with a vivid reading of Banjo Paterson's boundary rider ballad, *The Man From Snowy River,* which stopped all the shuffling feet.

On February 18, Professor Richard Waterman, Department of Anthropology, Northwestern University, visited the group, and stayed to talk to the Lower School. Since he shared the life of the aboriginals of Arnhem Land for six months as a Fulbright scholar, his slides and discussion added another dimension to the children's appreciation of the dignity of cultures different from their own.

A documentary film provided by the Australian Consul General in New York ended the study in a gala spirit.

For a teacher there could be no happier repayment of a debt than to pass on to a large group of children a taste of the affection and wonder I feel for a growing, beautiful land and its forthright, friendly people. It was for this very purpose of disseminating knowledge of and a friendly feeling for other countries that the Fulbright Act was passed.

KATHERINE TAYLOR WILLIAMS

TREASURE CHEST

Mrs. Pirie announces with great pleasure the recent Treasure Chest Sale was so successful that the profit was double that of the previous sale. The books have not yet been closed so she doesn't have the final figures but she just turned over to the Building Fund a check for $5000.00.

Mrs. Pirie will be Chairman of next years sale and Mrs. W. Gardener Barker will be Co-Chairman. The next Treasure Chest Sale will be held on Saturday, November 19th from 9:00 A.M. to 5:00 P.M.

Mrs. Pirie and Mrs. Barker are looking for new ideas for their sale and will welcome any suggestions.

EDUCATIONAL LECTURE SERIES

On Monday, March 7th, at 11:15 A.M., Mr. Charles H. Newman will speak on "WHAT TO DO WITH AN IDEA".

Mr. Newman has been in the merchandising field for many years. He was sent to Italy by our government to aid Italian businessmen in the development of new business ventures. He is on the Board of Directors of The North Shore Country Day School.

PANEL DISCUSSION

The Twelfth grade parents and students met on February 15th in the music room of Walling Hall for their second grade meeting of the year. Mr. Perry Smith was an honored guest. After dinner five of the school parents addressed the meeting. Each discussed his work and pointed out some of its rewards and joys,

its difficulties and its educational requirements. Dr. Hauser told us a little about medicine, about the deep satisfaction in relieving human suffering by the use of new techniques, and the long period of training. Mrs. Collins discussed real estates a field for the educated woman. Mr. Simmons told about the financial field and its new opportunities. Mr. Stearns discussed the new horizons, due to electronics and other advances, for the man who is in a small business. Mr. Suter described the characteristics needed by the successful architect and he told about opportunities in architecture. The meeting was enjoyed and well attended.

MR. HANFORD'S REPORT

Last week Mr. French presented his Headmaster's Mid-Year Inventory. This month I have been asked to present what might be called the Treasurer's Inventory .

Our major source of income is tuition. Tuition income reflects enrollment. The number of students is up 16% over last year and is expected to rise again for 1955-56. But, as my recent letter pointed out, we shall continue to need your recommendations of new students.

The Scholarship and Educational Fund stands at $25,000.00 which is $13,000.00 short of our 1954-55 goal of $38,000.00 with four months to go. We need, to the extent possible, your contributions. This is our most immediate and pressing need.

The Development Fund has received pledges amounting to $72,000.00. This is gratifying progress to date but still a long way from our goal of $150,000.00 for Perry Dunlap Smith Hall.

An inventory of the extra-curricular uses to which our buildings have been put in recent weeks is quite startling. The auditorium has been in use every night for over a month for the rehearsals for The Winnetka Drama Club and for "Sell 'Em The Sizzle". These thespian activities even spilled over into Walling Hall nearly every night during this same period. Two alumni square dances have been held in the girls' gym; an Art Institute lecture held in the Lower School. Two badminton groups use the boys' gym every Wednesday and Friday evening and every Sunday morning, a Great Books group meets in Walling Hall every other Tuesday, and a weekly series of Art Institute evening seminars has recently started. Add to this the semi-monthly faculty meeting, senior class parents' meeting and three school dances and you will see that your school is not idle "after hours". Although these activities, with the exception of the Alumni Benefit, are not great income producers for the School, they do serve to make your school a center of community activity.

HIGH SCHOOL OPERA

This year the High School will present "The Yeomen of the Guard" on March 17, 18 and 19. The Thursday matinee will begin at 2:30 and the evening performances on Friday and Saturday at 8:15. Tickets will go on sale February 28; they are $.25 for the matinee and $1.50 for the evening performances.

Every High School student participates in the opera, either in the singing parts "on stage" or on one of the six committees necessary to the production. These are the Stage Crew, Publicity, Scenery Design, Make-up, Scene Building and Business committees.

The story of the opera centers around Colonel Fairfax who has been accused of sorcery. With the help of two ladies, Phoebe and Elsie, he manages to escape

death. The plot complications will not surprise old Gilbert and Sullivan "fans," but much of the music is exceptionally interesting.

BASKETBALL 1954-55

This last Saturday we closed our conference schedule by losing 53 to 54 to Christian which gives us a 9 won 2 lost record in the conference and second place standing.

We now begin play in the Private School Tournament at the University of Chicago. It will be a long grind of four games this week for the winner and we have high hopes that the winner will be North Shore.

Following this tournament we have been invited to take part in the Midwest prep tourney at Wayland Academy on March 4th and 5th. We have won that tournament twice in the last four years and will be really pressing to do it again this year. This will probably be our last year to compete in this tournament because of the heavy schedule of the Private School League of Chicago.

The Frosh-Soph team is also having a fair year with a 13 won 8 lost record to date with two more games to go.

We are quite well pleased with our basketball season so far in that we had not planned on quite so much success. Our future prospects look good too. Of the eight boys on the Varsity squad only one will graduate this year. The Frosh-Soph squad has eleven Freshmen on it. We should have a better record next year.

M. J. McCarty

MARCH CALENDAR

March 2, 3, 4, 5 — "SELL 'EM THE SIZZLE", 8:30, Auditorium

March 1 — Basketball — Lake Forest — there, 4 P.M.

March 4, 5 — Wayland Tournament

March 7 — Educational Lecture Series

March 12 — College Entrance Examination Boards for Seniors

March 17 — Opera Matinee, "THE YOEMEN OF THE GUARD" — 2:30, Auditorium

March 18, 19 — Opera "THE YOEMEN OF THE GUARD" — 8:15

March 21, 22, 23 — Third Term Examinations for Upper School

March 24 — Upper School dismissed at 1:10
Middle School dismissed at 2:50
Lower School dismissed at regular time

March 25 - April 4 inclusive — Spring Vacation

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII April, 1955 Number 7

NEWS BRIEFS

A study discussion group for parents of Junior Kindergarten, Senior Kindergarten, and First Grade will begin next October.

The group will study and discuss various aspects of child development which are of interest to parents and teachers of young children. Specific areas for study will be selected in terms of the interests of participants. The basic approach of the group will be discussion. Full use will be made of available research data and of persons who are on the staff of The North Shore Country Day School, as well as others in the North Shore communities.

Parents who would like to participate are asked to mention their interests and ideas for possible areas of study to David Jackson.

A bulletin for parents of Kindergarten and First Grade children and for parents who may be interested in enrolling their children in these groups in The North Shore Country Day School is being prepared by the Lower School faculty and should be available soon. It will include a summary statement of our approach to the education of young children, charts of typical development of children four, five and six years old, and material on admissions policy and criteria for admission to these groups. The programs of each Kindergarten and the First Grade will also be described.

Parents who would like to suggest questions which could be answered in such a publication are asked to call David Jackson.

DEVELOPMENT FUND

One hundred and forty-two contributors have subscribed a total of $81,842 for the new Middle School building. We need commitments for about $68,000 more to reach our goal of $150,000. A greater number of both large and small subscriptions will be necessary to successfully complete this project.

Subscriptions received to date have come from:

34 Parents	$35,169	(1)
5 Parents who are alumni	4,300	
42 Alumni who are not parents	10,013	(2)
56 Former parents	29,405	
5 Friends, not former parents	2,955	
	$81,842	

(1) Includes $5,000 from Treasure Chest
(2) Includes estimated $6,200 from Alumni Benefit Committee

This is the time of year when we ask all parents to sign new contracts enrolling their children for September. At the same time we are busy tracking down the records of new applicants to the School and making decisions as to which of these are qualified to profit from this school. School opened last September 16% larger than it had been the previous year and we foresee a similar growth during the next few weeks.

The final size of the school is set by its plant which was carefully designed to allow for grades of approximately twenty throughout the Lower School, groups of thirty in each of the three Middle School grades, and groups of forty in each of the four Upper School grades. As we grow toward this size it is important that we continue to get from parents that support which made possible our growth of this last year. Certainly we should have a selective admissions policy and this can only be true so long as parents continue to urge on their friends and neighbors consideration of Country Day as an opportunity for their children which they cannot afford to overlook.

Below is a chart showing the spaces we hope to fill in each of next year's grades. This is an estimate made on contracts returned and applicants admitted. It spells out in detail the growth we envision and may serve as a guide to parents who want to help us with this job.

Grades	*Boys*	*Girls*	*Grades*	*Boys*	*Girls*
1	0	1	9	9	8
2	1	1	10	0	0
3	0	0	11	6	2
4	2	2	12	2	4
5	0	0			31
		7			
6	1	3			
7	0	7			
8	0	4			
		15			

During this year the High School and Middle School English Department have been working on the teaching of spelling. After a good deal of preliminary discussion concerning the theory of the teaching of spelling, we decided to look at the kinds of errors that our students make on themes. These lists of words proved somewhat difficult to use except with the individual who committed the error. Therefore we moved on to draw up a list of 175 of the most frequently misspelled words. Since elimination of these errors would greatly reduce the total number of misspellings, they are being made a requirement in Grades 6 through 12. For instance, the 9th, 10th and 11th grades are now working on this list and will be tested on it. Next year the appearance of these misspellings on themes will be cause for automatic return of the paper to the student without further correction by the instructor. The penalty in future years for such misspellings will vary from one grade to another, and exception will be made for those students who have a genuine spelling disability. The Middle School is continuing its emphasis on spelling, while an increased emphasis is being put on it in Grades 9 and 10. Through these means and through the regular spelling program in each of Grades 6 — 12 it is hoped that the spelling of our students can be improved.

A coincidence: Baseball games will be played this spring on Tuesday and Friday afternoons. The Upper School Faculty has voted to move its afternoon weekly meeting from Tuesdays to Wednesdays.

SPRING MEETING

The Spring Meeting of the Parent's Association is scheduled for the evening of April 12th at the auditorium. The program set for that date will be built around students of the school and alumni. A new slate of officers for the Parent's Association for the 1955-56 school year will be elected at this meeting. All parents are urged to attend this meeting and bring friends who might be interested in sending their children to North Shore Country Day School.

BASKETBALL — 1954 - 1955

The basketball season closed for 1954-55 with a good record of 17 victories and 7 losses for the Varsity and 15 victories and 8 losses for the Frosh-Soph.

The Varsity won second place in the eleven team Chicago Private School League. They and the school family were awarded the Good Sportsmanship trophy by the League. Bill Pirie and Paul Loomis were selected to the Newspaper's All Star Team of the League. Frank Lunding was the teams honorary captain for the year.

The highlights of the season would be our close victories over Luther South and North Park Academy during regular season play and a 73-64 victory over Lake Forest Academy which placed us in the finals of the Midwest prep tournament. Wayland Academy defeated us 46 to 44 in a double overtime for the Championship. Charles Newman and Paul Loomis were elected to the tournament all star team.

CALENDAR

APRIL 5 — School reopens 8:28
9 — Baseball, North Park, 10 A.M., here
12 — Annual Spring meeting of the Parent's Association in the Auditorium at 8 P.M.
12 — Baseball, Luther South, here, 4 P.M.
15 — Baseball, Frances Parker, here, 4 P.M.
19 — Baseball, Christian, there, 4 P.M.
22 — Middle School's Square Dance, Girl's Gym, 7:15 - 9 P.M.
22 — Baseball, University High, there, 3:30
22 — Baseball, Lake Forest versus Frosh-Soph, here
25 — DUBLIN PLAYERS PRESENT "BLYTHE SPIRIT" Auditorium 8:15. Open to the public.
26 — Baseball, Christian, here, 4 P.M.
Golf, Elgin, here, 4 P.M.
28 — Baseball, Lake Forest, there, 4 P.M.
29 — Baseball, Frances Parker, here 4 P.M.
30 — Baseball, Racine-Lutheran, there
Frosh-Soph, Varsity

MAY 3 — Baseball, Glenwood, there, 4 P.M.
Golf, Frances Parker, here
6 — Baseball, Latin, here, 4 P.M.
7 — Student Council Dance for Upper School, Walling Hall

VARSITY BASEBALL SCHEDULE

CALENDAR:

Saturday, April 9 — North Park, here, 10:00 A.M.
Tuesday, April 12 — Luther South, here, 4:00 P.M.
Friday, April 15 — Frances Parker, here, 4:00 P.M.
Tuesday, April 19 — Christian High, there, 3:30 P.M.
Friday, April 22 — University High, there, 3:30 P.M.
Saturday, April 23 — Milwaukee Country Day, here, 2:00 P.M.
Tuesday, April 26 — Timothy Christian, here, 4:00 P.M.
Thursday, April 28 — Lake Forest, there, 4:00 P.M.
Saturday, April 30 — Racine Lutheran, there, 10:00 A.M.
Tuesday, May 3 — Glenwood School, there, 3:30 P.M.
Friday, May 6 — Latin School, here, 4:00 P.M.
Tuesday, May 10 — Wheaton Academy, there, 4:00 P.M.
Thursday, May 12 — North Park, here, 4:00 P.M.
Saturday, May 14 — Open Date
Tuesday, May 17 — Lake Forest, here, 4:00 P.M.
Friday, May 20 — Luther North, there, 4:00 P.M.
Wednesday, May 25 — Racine Lutheran, here, 4:00 P.M.
Saturday, May 28 — Open Date
Monday, May 30 — Luther North, here, 10:00 A.M.
Saturday, June 4 — Open Date
Saturday June 11 — Alumni Game, here, 2:00 P.M.

FROSH-SOPH BASEBALL SCHEDULE

CALENDAR:

Tuesday, April 19 — Open Date, here, 4:00 P.M.
Friday, April 22 — Lake Forest, here, 4:00 P.M.
Saturday, April 23 — Milwaukee Country Day, here, 2:00 P.M.
Friday, April 29 — Frances Parker, here, 4:00 P.M.
Saturday, April 30 — Racine Lutheran, there, 10:00 A.M.
Tuesday, May 3 — Open Date, here, 4:00 P.M.
Saturday, May 7 — Walther High, here, 10:00 A.M.
Tuesday, May 10 — Lake Forest, there, 4:00 P.M.
Saturday, May 14 — Luther North, here, 10:00 A.M.
Tuesday, May 17 — Frances Parker, there, 4:00 P.M.
Saturday, May 21 — Open Date, here, 10:00 A.M.
Wednesday, May 25 — Racine Lutheran, here, 4:00 P.M.
Saturday, May 28 — Open Date
Tuesday, May 31 — Open Date

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII May, 1955 Number 8

THE STUDY OF SOCIETIES AND OF THEIR HISTORIES

Each of the academic disciplines considered in previous issues of "NOTES" contributes to historical understanding. Accuracy of observation, reasoning things out, and the spirit of exploration which Mr. Taylor has indicated as pertinent to mathematical study are tools of the historian also. The ability to review a problem in the light of new material, emphasized by Mr. Talley as important for an understanding of science, is crucial to the reasoned analysis of social forces. Dr. Landau has pointed out how the development of a sense of values is a planned objective of the study of foreign literatures; it is also stressed in our English classes and is essential as well to the calculations of the student of society.

Social and historical information can operate in two major ways as guides for current and future decision. As a narrative it explains how men have arrived at the position where they now stand. Secondly, it forms the body of data from which we formulate, through generalization, the patterns of behavior and the relationships of cause and effect which assist us to reason about the future. Such reasoning demands the power to discriminate. The statement of a verifiable event, "Columbus sailed in 1492", must be distinguished from a judgment about that event such as "This voyage changed the geographical ideas of many Europeans." Both statements offer information. The judgment, however unverifiable, operates as if it were "fact" for the person who accepts it. Students need much experience with both kinds of information if they are to learn to draw conclusions from information and to substantiate accurately their own judgments.

Intelligent use of information also requires imagination. Many of the decisions which our students now make and will have to make in the future cannot include all of the data they might desire. They will have to choose among candidates for public office without knowing all of the situations the officer will face or how he will act in each case. We cannot, therefore, paralyze our students by training them to be so dependent upon verifiable facts that they cannot act. We must offer them practice both in recognizing the limits of their information and in using with imagination and reflection that which they know.

In the early grades younsters "study" society as they learn about it from direct experience; for example, a trip to the store. They begin early to use, although they may not recognize them as such, the academic tools of *listening* to a story, *looking* at pictures, and *reading* as methods of acquiring information. The child's understanding is developed through discussion of his own questions; for example, "Why did the American Indians have no written language?" It is also built through dramatization. He plays out the role of shop keeper or customer; he imitates Pueblo customs and "becomes" an Indian; he composes his own imaginative history of an Eskimo family. In these experiences he is using interpretively that which he knows. Throughout the student's school career this kind of activity continues. In the middle or upper school he may become a member of student council and be responsible there for providing information about the causes for

certain situations in order to think through imaginatively alternative solutions. The ability to cooperate with the staff of the Yearbook requires a self-discipline and awareness which the student may have grasped earlier when he understood the interdependence among members of a pioneer family.

Gradually work in the social studies classes demands that the student apply, more and more, the academic skills over which he is acquiring increasing control. He learns that his composition on Magellan's vayoge will not communicate his best without proper punctuation. He will spend time in class learning how to use a textbook, where to locate further information, how to take notes and write answers to simple essay questions. He becomes aware of an orientation in time and space through the construction of maps and time-lines. However, while the middle school student may learn that Periclean Athens preceded the "grandeur that was Rome," he will probably not retain an accurate date for either civilization.

In the sixth grade, the student has increasing practice working by himself without the immediate direction of the teacher. Although the sequence in the sixth and seventh grade history courses is largely chronological, the student beings to distinguish for himself aspects of a civilization which earlier have been delineated for him. He will try to reason out how the climate and soil of the Nile Valley influenced the occupations and activities of ancient Egyptians, and he will work to describe his understanding of this relationship in order to compare his ideas with those of others. In the seventh grade, the student will meet again individuals with whom he is already acquainted....Lincoln, Boone....and place them in a broader perspective. Familiar events are re-examined in the light of more information. He discovers that some of the members of the Constitutional Convention refused to sign the finished document; slavery appears to have been *an* issue, not *the* issue, in the Civil War.

Such re-evaluation fosters habits of reflection which are important if the student's understanding is to mature with him. He will need some perspective on man's struggle to preserve and interpret effectively, under many changing conditions, his cherished ideals if, as a senior, he is to understand the meaning of academic freedom in the colleges where he expects to spend the next few years. The eighth grade course, described in detail in an issue of "NOTES" last year, might be entitled "Clear Thinking." Here much attention is given to the sources of opinion, to information about our contemporary scene from newspapers and films, to the techniques of propaganda, and to the skills for distinguishing fact from opinion. The student examines such issues in our society as Housing, Principles and Procedures of Governments, and Labor-Management Relations to help him understand the sources of his own opinions, and to give him practice in considering critically those of others.

When the student enters the Upper School, his earlier experiences allow him to appreciate the problems of the past without having to assume the actual apparel of a medieval monk or a Roundhead. He learns that while he is not ever likely to find himself in the Athenian Ecclesia about to vote on a motion to ostracize Themistocles, knowledge of the details of such a situation can help him see how the traditions of a people influence the action of an individual. Much class time is spent in the ninth and tenth grade courses explaining events so that their relationships are clear and can be learned by the student. He assumes responsibility for knowledge of detail, for exact chronology, for clear use of important terms like "government," "institution," "cause," "result." As his power to abstract develops, he discusses more critically the manner in which situations are similar or distinctive; how, for example, the medieval craft guild organized workers along side of

masters and is therefore not identical with a modern labor union. More emphasis is placed on a responsibility he practiced especially in the eighth grade; namely, that he must know *what* happened *and* he must also know *why* it happened.

Because our students must learn a method of analyzing material and of synthesizing it into a clear statement of the problem and of alternative solutions, our approach must be increasingly intensive. Otherwise the student's generalizations will rest on too little information. There are many vital relationships in life besides those found in the "rise and fall" of governments. Therefore, the student will study geography and economics as essential ingredients of each historical problem and is also asked to examine the artistic, scientific, technological and intellectual currents which characterize an historical period. By the senior year, the student is expected to master detail with increasing independence; class time can be devoted to a weighing of evidence, to interpreting the broad patterns of development and to formulating those statements which define relationships. He will consider, for example, the concept that individuals act in accordance with what they believe to be true, whether or not their opinion rests on demonstrable evidence. He has seen this to be descriptive of the twelfth century crusader, of the War Hawks of 1812, of the prohibitionists, of a twentieth century Communist....even, indeed, of himself. Long after the student will have forgotten the detailed results of the Black Death, the French grain failures of the 1780's, and the 1929 "crash," he may find useful one pattern these events describe; that is, that in times of economic stress, men have sought to preserve certain values in their society by proposing great change. The extent to which students must know both events and their relationships may be further illustrated by questions from recent final eximations. Juniors in the Modern History course have found these directions: "Compare and contrast the attitudes and actions of members of the League toward events in Manchuria in 1931 with those of members of the U.N. toward Korea in 1950; account for similarities and differences." Seniors in U.S. History have been asked to "Outline the problems of labor as an aspect of post World War II inflation."

Of all the societies and historical periods which we might include in the curriculum, we will probably most readily agree on the pertinence, for our students, of the history of their own country. We want them to know it, to respect it, and to care about it; to bring all of their skills, emotional as well as intellectual, to an understanding of it. For this reason, the student meets frequently, on his way through the school, aspects of U.S. History and this study culminates in the senior year course when he is as mature as he will be while still within our direction. We would also probably accept the value of European history for the clarification it offers of our own beginnings and of situations facing Americans today in such areas as, for example, Indo-China. We do not, in any of the Upper School courses, offer a concentrated study of native cultures in Asia, Africa, Central or South America although these areas are considered, of course, as they impinge on developments in Europe and the United States. We recognize, as Arnold Toynbee among others has pointed out, that we of the West have neglected Eastern history especially. "Putting Asia into the curriculum" is a proper challenge for our department. Meeting it will require serious search for materials as well as decision on what to exclude in order to make time for such work. While we consider such change, the fact remains that if we have taught students how to handle the material they have studied, they possess the tools with which they can approach for themselves the areas and eras which our curriculum currently omits.

Parents can and do assist greatly in the development of their children as students of society. A child's first social responsibilities come within his family; his early acquaintance with cause and effect may include the punch in the nose

which followed the snatching of another's toy; he faces choice early....the skating rink or the film "Peter Pan". The developing historians have something to learn from and something to contribute to the breakfast table discussion of the morning headlines. If we share with them our misgivings and our confidences as France and the United States ratify the treaty permitting German rearmament, we can share with them also our respect for the facts, both those of past European history and those of 1955. And further, we can help them see that the responsibilities of citizenship demand a weighing of values and the courage of commitment.

VIRGINIA S. DEANE
for the Department of Social Studies

MAY DAY 1955

May Day will be Friday, May 13, 1955. Classes will meet as usual until 10:33. The May Day Morning Exercise will begin at 10:45 in the Auditorium and will be given by the fifth grade. The title of the play is: The Return of Spring. Following this play there will be the procession of the school to the green east of Dunlap where the May Queen will be crowned. There will be dances for her and her attendants. Following this the whole school will picnic on the green. The picnic lunches are to be brought from home and parents are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any color is acceptable. All children should bring sweaters in case the weather becomes chilly.

The Tenth Grade Girls who together with the Sophomore Boys and students of the Middle School are in charge of the preparations for May Day, will be very grateful to all parents who will bear in mind that very large quantities of all kinds of flowers and green branches are needed for May Day. They can be brought by the children Friday morning to the Sophomore Girls' Home Room in Dunlap and will be most thankfully received.

Unless Miss Brunner is notified to the contary, it is understood that parents will provide transportation for their children after the picnic.

SPECIAL NOTICE FOR MOTHERS OF JUNIORS AND SENIORS

At 1:15 following the picnic lunch all the Junior mothers will meet with Mrs. Talley and Mrs. Valvo in the Art Library of Knollslea to arrange plans for the Commencement Luncheon. At the same time all Senior mothers will meet Miss Deane on the first floor of Dunlap to arrange final details about Graduation.

KARLA LANDAU

SENIOR PLAY

The Senior Class of 1955 has chosen as its play THE BARRETTS OF WIMPOLE STREET by Rudolph Besier. It is to be presented May 20 and 21 at 8:15 P.M. in the Auditorium.

This year's play is the project of the entire Senior Class in every sense of the word. Every member of the class has an acting part in the play in addition to

helping out on publicity, the planning of costumes, scenery building and painting and the finding of properties.

The play tells the moving story of the famous poet-lovers Elizabeth Barrett and Robert Browning. It should prove to be an enjoyable evening of entertainment for every student and parent of the school.

* * * *

A Volunteer Speaker Service of the Illinois Children's Home and Aid Society will send speakers to parents' meetings free of charge to talk on various aspects of the Society's program for dependent and neglected children.

The talks cover adoption, foster care and special tereatment for emotionally disturbed children, and the role of the Society in child welfare. Since, according to the Society, the special problems of orphaned, neglected and abandoned children are closely related to the problems of all children, and since every school in every community most probably has an adopted child or a foster child living in its midst, the speakers would be happy to come to any meetings requested by Country Day. The person to contact is Miss Lee Wilcox at the Illinois Children's Home and Aid Society, 1122 N. Dearborn Street, Chicago, WHitehall 4-3313.

HELEN JOSEPH

* * * *

MAY CALENDAR

May 3 10th Grade Parents Meeting — Home of Mr. and Mrs. Charles A. Huebner — 8:00 P.M.
Baseball — Glenwood — there 3:30 P.M.
Golf — Francis Parker — here

May 6 Baseball — Latin — here 4:00 P.M.
Frosh-Soph Baseball — Walther High — here 10:00 A.M.

May 9 9th Grade Parents Meeting — 8:00 P.M.
Baseball — Wheaton — there 4:00 P.M.
Frosh-Soph Baseball — Lake Forest Academy — there 4:00 P.M.
Golf — Lake Forest Academy — here

May 12 Baseball — North Park — here 4:00 P.M.

May 13 May Day

May 14 Baseball Frosh-Soph — Luther North — here 10:00 A.M.

May 16 11th Grade Parents Meeting — Home of Mr. and Mrs. Robert B. Schnering — 8:00 P.M.

May 17 Baseball — Lake Forest — here 4:00 P.M.
Frosh-Soph Baseball — Francis Parker — there 4:00 P.M.

May 17 and 18 Private School Tennis Meet — University of Chicago

May 20 Baseball — Luther North — there 4:00 P.M.

May 21 College Entrance Examination Boards for Juniors

May 23 Executive Committee Meeting of the Parents Association — 8:00 P.M. — Walling Hall

May 24 Baseball — Varsity and Frosh-Soph — Racine Lutheran — here 4:00 P.M.

May 26 Golf — Lake Forest — there

May 27 Concert presented by The A Cappella and Ensemble — Auditorium — 8:15 P.M.

"Let's Go," a guidebook to family fun in the Chicago area put out by the Junior League of Evanston, will be available to students and parents at the book store at Country Day. It sells for $1, and the school makes 25¢ per copy.

The booklet includes descriptions of all the local area spots to which a family can go as a group.

"It's not what we do for children, it's what we do with them as a family that counts," according to the book. "Children have fun going places and seeing things together with their parents."

The guidebook is designed for residents of the Chicago area, rather than tourists, and places emphasis on the interests of children.

Each entry contains a description of the place, its exact location and such details as visitors' hours and special features. Included are descriptions of the zoos, the museums in this area, settlements such as Chinatown and the Maxwell Street Outdoor Market; tours of business installations, such as the Board of Trade Building; the possible trips through local dairies, the airports, sightseeing trips by boat; and the facilities for swimming, fishing and ice skating in the suburbs. There is a special section describing events according to season, and entries on children's theaters.

* * * *

HIGH SCHOOL CHORUS

Now that the concern with Opera is only "what next year", commencement music has become the next project for the High School Chorus. It is expected, however, that there will be opportunity in the meantime to prepare a Morning Ex performance to be given in the latter part of May at which pieces of a lighter character will be sung. The boys in the chorus are also rehearsing the Brahms *Alto Rhapsody* to be presented at another Morning Ex, with Mrs. Allison as soloist. Both of these dates will be anounced later in the weekly bulletin.

One date that can be announced now is that of the A Cappella — Ensemble Concert planned for May 27. The two groups, totaling some thirty singers, will be heard separately and in combination in a program that, it is hoped, parents, students and the friends of both will enjoy. This is the first effort of this kind in recent years and, should it prove rewarding for performers and audience, might well become an annual affair.

The attention of parents, alumni and their friends is called to the opening meetings of a new choral organization, sponsored by the Alumni Association and dedicated to the performance of fine music. The group, under the direction of Mr. Allison, will meet in Walling Hall on four successive Thursday evenings, beginning April 25, from 7:45 to 9:45 P.M. At these meetings the group will rehearse the following:

From The Realm Of Souls Departed	*Gluck*
Behold All Flesh Is As The Grass	*Brahms*
The Last Words Of David	*Thompson*
In These Delightful, Pleasant Groves	*Purcell*
Selected *Liebeslieder Waltzes*	*Brahms*

These rehearsals are planned to give those interested an opportunity to become acquainted with the group and its activities. Two concerts are scheduled for next season, one late in November and the other early in May. Membership in the group is not limited to those directly connected with the school, and it is hoped that parents and alumni will not only want to come themselves, but also to contact or bring with them others who would enjoy good choral singing.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII June, 1955 Number 9

THE THIRTY-SIXTH YEAR

Thirty-six years ago the cooperative effort of a group of parents, working with Perry Dunlap Smith, launched an educational venture which they named The North Shore Country Day School. Then as now the jobs that had to be done were parceled out to those who had the requisite abilities, and all worked to provide for children a growing opportunity. The history of the school's life is rich in evidences of efforts to bring reality to thoughts about a better training for children.

The details have varied but the purposes remain constant. In the April issue of the *Atlantic Monthly* President Dickey of Dartmouth writes of an education which sets as dual goals for each student "competence" and "conscience". I like these words. To build either competence or conscience makes a good objective; to work towards both is better; to discover that each is greater when paired with the other is to begin to understand the basis of civilized life. A report on our thirty-sixth year is a record of milestones in the building of a school devoted to what Mr. Dickey calls competence and conscience.

Over the years our plant has not only grown, but it has grown old until we must say of our Middle School building that it "was designed for their grandparents, used by their parents, and worn out by their older brothers and sisters". Last spring the Board of Directors undertook to replace this building, and now they can look with pride to the collection of $90,872 toward its cost, and thereby the assurance that we can soon begin the construction of the new building which will be named Perry Dunlap Smith Hall. Of this sum $6,000 was a contribution from the recently re-organized Alumni Association, which sponsored the production of "Sell 'em the Sizzle" and realized that amount from their efforts.

The Parents' Association has continued to "work its way through school", having served this year an estimated 32,000 lunches, handled an inestimable number of telephone calls, repaired costumes and created new ones, improved and exhibited its art collection, encouraged bicycle safety and more careful driving, provided speakers and the Dublin Players, and have accomplished a myriad of other jobs. The group of mothers who make up the Treasure Chest corps have already started work toward a repetition next fall of their successful sale of last November, from the proceeds of which they contributed $5,000 toward Perry Dunlap Smith Hall. Among activities of the Parents' Association should be noted a series of high school

parties which they have sponsored. These parties were run by the Student Council and provided a thoroughly good social experience and a great deal of pleasure for the students. Perhaps the most significant development of the Association's work this year is the creation of a committee to build school enrollment. This committee has been most carefully conceived and promises to become a vital factor in the life of the school.

Although not an integral part of the School, we also are proud to have on our grounds the new building for the Community Music Center of the North Shore. We can expect from them a real contribution to the music of the village, and a quality of orchestral performance which our students have already learned to enjoy. They have completed their foundations and expect to move into the new building sometime in the fall.

In the interest of competence we can be proud of further academic improvement. We have gathered thirteen pages of data on each of the Senior Kindergarten children in order that we may plan their beginning reading instruction so as to allow for their particular needs and, as they enter the first grade, they will be given different types of instruction. We expect this plan will once and for all prevent the development of the so-called "reading problem" by providing each child with the opportunity to learn to read by a method of teaching adapted to his or her individual needs.

The second grade this year has worked with Dr. Landau beginning a study of German which will be carried on with them in succeeding years, and from this we will devise an improved language program. It is our expectation that through this experiment we may learn when and how to begin language training so that we may better develop students who not only read and write, but are prepared to converse in a foreign tongue. In the later years of the Lower School, in the Middle School, and in the Upper School further developments of the reading program show very promising results. In small groups and individually, children are learning to attack new words analytically, to adjust their reading techniques to the purposes of the material before them. Tests of progress are evidence of success in this work.

The senior class this year has earned its right to attend college, and we enjoy with them a sense of considerable pride. Nineteen of the twenty seniors applying for college have received thirty-three college acceptances, and we are confident that first choice college acceptance will come to the one remaining student.

That two of our boys have won National Scholarships to Harvard College establishes a record for excellence which will not easily fall.

With sorrow and with hopes for their futures we must say goodbye to a part of the faculty. Mr. David Howe goes to be headmaster of the Charlotte Country Day School in Charlotte, N.C.; Mr. George Hanford goes as an assistant to the director of the College Entrance Examination Board; Miss Gretchen Hardt will be

married in June; Mr. Benkert sees now as the time to fulfill a long held dream of study abroad; Miss Phoebe Swazey goes to the Lake Forest Day School, and Mrs. Jeannette Rumsfeld to retirement. With them all go our best wishes and hope for continued success and happiness.

To Mr. Cleveland Thomas go our heartiest congratulations on the recent publication of his book, "Language Power for Youth", by Appleton-Century-Croft. Those who have studied or worked with him know that this volume opens an avenue of better learning to students in other schools.

As we look toward another year we foresee a larger and stronger school. At this moment we can predict 147 students in the Lower School, 71 students in the Middle School, and 130 students in the Upper School. This is in total 23 less than the 371 with which we hope to open in September. Last year there was a net gain in enrollment of 44 students during the period between the closing of school in June and its opening in the fall. A similar growth during this summer would give us a total in September which would be 21 more than our planned 371. Last year's summer enrollment growth came from the efforts of parents.

The thirty-sixth has been a good year and we have held to our goals of competence and conscience. I have confidence that we will make a strong beginning of the thirty-seventh in September. In the meantime, a good vacation to you all.

NATHANIEL S. FRENCH

SAFETY

Thoughts of safety should enter into many of the activities of a school. North Shore realizes this increasingly and is endeavoring to take the necessary steps to meet this as a responsibility.

Soon after school opened last September, a group of the older boys met with Mr. French in his office to discuss ways and means of controlling traffic situations in the vicinity of the school which would be more acceptable to our neighbors. Ideas expressed at this meeting were presented to the entire high school by the students in their assembly. As a result of this meeting, the traffic problem definitely improved. This is a situation that requires continued attention and the students are constantly endeavoring to recognize it and cope with it. Comments from some of our neighbors have supplied gratifying rewards for this effort.

The Safety Program for the year has included many activities. In the Spring and Fall there were bicycle inspections for the Lower and Middle School pupils. The school has tried to co-operate with the Winnetka Police Department by conducting the recommended program for all safety requirements. Next year, with the help of the police department, a safety lane, made by the students, will be set up by the school, and all students will be tested on their knowledge of traffic rules as well as to their ability to operate and handle their bicycles.

Last Fall, a concerted effort by parents, faculty, students and the police resulted in a new safety program. During the short period in the morning immediately preceeding the opening of school, the number of buses and cars delivering students to school made it necessary to take safety precautions to prevent possible accidents in the parking lot.

Rules for parents and others who deliver children to school were published in the Lower School bulletin. Students were told of the safety rules for this area and volunteer patrol boys were organized and instructed by members of the police department in directing traffic. Other students repainted safety signs and renovated sawhorses for use in this traffic program. Eighteen boys and girls of the seventh grade helped with this safety plan. These pupils deserve commendation for the excellent way in which they have handled their duties.

In recognition of service to others, the Winnetka Police Department invited all patrol boys and girls from Winnetka Schools to attend a Cub baseball game.

Last December 15th, President Eisenhower declared S. D. Day (Safe Driving Day). The Lower School showed a film on that day on safety called "The Invisible Guardian" which was also shown in other Winnetka schools. Mr. Talley planned an assembly on Safety for the Middle School and the High School showing an interesting and provocative film called "The Incredible Journey".

These activities along with the weekly classes for Sophomores on Safety and Safe Driving Practices, constitute the major elements in our school designed to help make our children Safety Conscious.

MARION R. BOWES, *Safety Chairman*

MAY DAY

Both sophomore grades and I wish to extend our sincere thanks to the faculty, parents and students for the wonderful cooperation and help they gave us on May Day. The 5th grade did an especially fine job on their play about the Return of Spring.

Even the weatherman was on our side as no rain came to Winnetka. In spite of all the gloomy predictions May Day was celebrated outdoors. The picnic space was a little crowded but we trust that everybody had a good time nevertheless.

This year's May Queen was Deedee Simmons. She was accompanied by her two Senior attendants, Alice Suter and Norma Bishop. Her two attendants of the eighth grade were Carol Grant and Mary Allen.

We are very grateful to the parents who made the new dresses for the Middle School attendants.

KARLA LANDAU

LIBRARY

There are still several unreturned library books. The Library Department would appreciate it if parents and students would carefully go through shelves, looking for books that belong to the School. This might also be a good time to consider giving books to the library. We need fiction, history, biographies and back copies of such magazines as Fortune.

HOUSE COMMITTEE

Mrs. Atwood and the members of her House Committee wish to express their appreciation to the many parents at School for all they have so generously contributed through the year.

Mrs. Atwood says that we are in good shape for the summer but we need an ice box (not a refrigerator) in which to store clay for the Upper School Art Room.

SMITH HALL

Subscriptions totaling $89,000 have been received to date by the Development Program at The North Shore Country Day School in the drive to raise money for the building of a new Middle School.

The Middle School will be built on the Winnetka campus at Country Day to replace an old structure that now houses sixth, seventh and eighth graders. It will be named in honor of Perry Dunlap Smith, headmaster emeritus who retired last June after heading the school since its founding in 1919.

Smith Hall will be a modern two-story building with well-lighted classrooms, a study hall, an office, two small conference rooms and locker and storage space. The subscriptions for it have come from all over the United States from parents and friends of the school, which has made a national reputation as a leader in independent education.

WOMAN'S COLLEGE BOARD

The Woman's College Board has announced the following radio programs about colleges, Thursdays at 12:15 P.M., WNMP (1590 on the dial):

June 2 Sarah Lawrence
June 9 Connecticut; Trinity
June 16 Pennsylvania College for Women; Wheaton (Mass.)
June 23 Goucher
June 30 Mt. Holyoke

CALENDAR

June 1 — Seventh grade picnic 5 P.M. School grounds. If weather is bad, picnic in Girl's Gym.

2, 3
6, 7 — Upper School examinations

3 — Lower School closing exercise at 10:50. Lower School children will be dismissed at 11:40 (no lunch at school).
GUESTS: The Senior Class, and Fifth Grade Parents.

Eleventh grade picnic in the evening at the home of Mr. and Mrs. Charles H. Newmann.

6 — Eighth grade Graduation Luncheon at 12:30 for 5th, 6th, 7th and 8th grade students and the 8th grade parents.

7 — Tenth grade picnic — 6:30 — Middlefork Tennis Club.

8 — Upper School Students report to school at 9:00 for room clean-up.

SENIOR LUNCHEON 1:00 P.M. GUESTS: Students (the Freshman Class will serve), Parents of the Senior Class, Faculty, Alumni, Directors and their wives.

STUNTS 2:30 P.M. GUESTS: Students, including Eighth grade, Parents, Alumni, Faculty, and Directors and their wives.

9 — Classes until 11:00 followed by Commencement Rehearsal. No luncheon served at school.

10 — Eighth graders report for Commencement rehearsal at 10:15.

Classes for Upper School until 10:30 followed by Commencement Rehearsal. No luncheon served at school.

COMMENCEMENT 3:30 P.M. GUESTS: Parents, Friends, Alumni, and Faculty.

Twelfth grade picnic 6:30 — home of W. Gardner Barker, 735 Ardsley Road, Winnetka.

Eighth grade picnic 6 o'clock at the Wilmette Harbor Park.
Junior Prom — 9 to 1 o'clock in the Girl's Gym.

11 — Alumni baseball game here 2 P.M.

SCHOOL REOPENS THURSDAY, SEPTEMBER 15, 8:28 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVII August, 1955 Number 10

SUMMER HOLIDAY

In the early days of the summer I had the chance to go off on a boat with my son. We were aboard three days during which we bent on sails, cleared the winter's usual mess, and made a passage of 120 miles. This was long enough to whet the appetite for more but it was also time enough to watch the wonders of a small boy faced with a man's problems. Before going to sea he worked with the men in the boat yard, fetching them the tools they needed; he kept a fire going in the stove to dry out the winter's residue from eternal fog; he prepared meals and cleared up afterwards; he knew that his father was bluffing with a promise to arrive in the first night's harbor in time for an eight-thirty dinner and managed to solve in his own mind the problem of father's probable error discovered and so turned to disgrace; and he sat at the helm working a heavy boat to windward as the puffs allowed a course a little harder by the wind. This is a saga which every father can duplicate in essence with the history of an occasion he cherishes. It is here the recounting of a tale of learning. The workmen for whom he carried tools judged him for his speed and intelligence in finding what they needed; the fire in the stove burned out when he was too late with more fuel; the sweeping and scrubbing was done when things were shipshape; he heard the other men doubt father's ability to estimate the time of arrival in the harbor and somehow found comfort in his mind and then went about preparing supper; he knew that the course required a bit more to windward lest we hit a reef and made his peace with the wind to achieve what had to be done. I could not be precise about the learning, but I heard what he told his mother and am satisfied that the long winter's struggle had not been in vain. What in school had been hours of reading, writing and arithmetic had also been a daily challenge to meet the demands of his age. He had written, "He should of gone", only to find that his ears deceived him, and had corrected it to "should have gone". He had added long columns of figures and found again and again that a correct answer was more important than his intention to do well. And among the things he read had been many a thought which was finally coming into new focus as he traveled with men who cared more for the boat and its course than for his personal whim, who had set a destination and were bending themselves to the discipline of that goal. He became a member of the crew by joining them in acceptance of the common purpose, and by contributing his part to the success of the venture.

We were too busy for much reflection but the second day stretched through eighteen hours of work broken by the inevitable periods of rest. What does a tired boy do when he's not doing anything? How often are dreams the substance of future reality? Can an undirected thought turn up a new meaning, or a deeper meaning to an old idea? From Plato down through the ages, from Emerson deep into our national tradition, is the recurring speculation that man is a part of a greater nature which he must learn to understand. Between the coiling and recoiling of lines and the scrubbing of paint, the amateur boatman sits on his deck, tired and enchanted with wind and wave. These may be his most productive moments. This may be his chance to reach beyond the demands of immediate life into the storehouse of his experience, out to the patterns of the physical world and through these patterns towards an understanding of what he is in relation to what is more than any individual. What a boy does in these moments will surely remain his secret, but I watched a face reflect the kind of satisfaction which seemed to come from an unstated realization that the job at hand was well on its way, that a rest had been earned, that something inside was moving calmly and casually, and I have faith that this was an important moment of growth.

We came ashore a tired crew to resume where we left off the attempts to meet the demands of our separate lives. The boat was safe on its own mooring in its home port and that job was done. In itself our venture was mild enough and certainly commonplace; in its essence it seemed then and it seems now a chance to use what we had learned, to redefine what we knew about the discipline of a purpose, and a valuable opportunity to reach towards far distant goals. This is the meaning of a summer holiday.

NATHANIEL S. FRENCH

NEW TEACHERS

We welcome to the faculty for this year Mrs. Revers who has been Dean of Girls at the Buxton Country School in Williamstown, Massachusetts. She will act as assistant in the Junior Kindergarten and help us with the compiling of information which we hope to prepare for publication within the next two years. Many of you already know Miss Koch for the work which she did last year in the first grade and in the Junior Kindergarten. This fall she will take over the second grade, working with those children who came to know her last winter. Miss Bolster comes to us after Bryn Mawr, apprenticeship at Shady Hill School in Cambridge, a year at the National Cathedral School in Washington, and will take over some of the English teaching in the Middle School. Miss Osborne, coming from Hamline University, will take charge of girl's athletics. Mr. Revere comes from history teaching at the Buxton Country school to our Upper School where he will teach both history and English. Mr. Licata, who has been most recently at the Morningside School in New York, will work both in the Middle and Lower Schools. He is a scientist and we look forward to further opportunities for scientific adventure under his tutelage. Mr. Hill, who has worked with the Chicago Park District and has directed Drama Club performances in our auditorium, will become the

teacher of dramatics. Mr. Brauer replaces Mr. Benkert as the Upper School art teacher. We are proud to have these people join us and look forward to the strength they bring to the school.

ENROLLMENT

When school opened last fall we had enrolled a total of 328 and we can count now for this fall 370. The current figure breaks down into 184 boys and 168 girls; or, 129 in the Lower School, 87 in the Middle School, and 136 in the Upper School. Some grades are full, some have waiting lists, but we have space and teachers ready for 18 more children. At this moment we look to the experience of previous years and expect to have this number enroll between now and the opening of school.

PERRY DUNLAP SMITH HALL

Many thanks to all of you for coming or for sending in your proxies for the Corporation meeting on July 19, and particularly to the one who enclosed a check with the proxy. This check lifted the fund over the $100,000.00 mark. The Corporation voted to authorize mortgage of the property to the extent necessary to begin the new building to cover our needs for working capital. Money will be borrowed only as it is needed, and of course it is to be hoped that this may be kept to a low figure. The American National Bank and Trust Company of Chicago has agreed to loan us up to $100,000.00, half of which may be used as working capital and the other half may be called to cover the cost of construction until such time as the total cost of the building has been raised.

FOOTBALL

Letters calling members of the varsity football squad to pre-season practice sessions starting on September 1st are in the mail. Mac's letter brings to mind the successes of last year and the hopes for next.

To a championship in baseball, second place in basketball, and second place in football in Chicago Private School League competition, coach McCarty's charges added the runner-up spot in the Midwest Prep Conference tournament as an invitational participant. Looking back on 1954-55 it seems hard to suggest an improvement on such a record. However, with personnel losses in all sports minimized by the relatively small size of the graduating class and with a strong nucleus of veterans from the Class of 1956, Mac does look forward to somewhat stronger teams.

This optimism he immediately tempers with the caution that all the teams in the League may be expected to improve next year. The calibre of the competition is on the up-grade in almost every quarter. Football champion Wheaton loses few by graduation and finds its last year's sophomore starters a year further along. Luther North, one-point victors over North Shore last fall, expect 80 boys out for varsity football this fall.

For the Purple and White, Mac will have three veteran ends in Captain Paul Loomis, Bob Schnering and Dick Humphrey; a starter and two reserves at tackle in Jack Hardy, John Gaines and Len Walworth; seasoned guards Jim Groves, Bob Koff and Bob McQueen; two-year varsity reserve center John Rodgers; two-way veteran backs Frank Lunding, Charlie Newman and Ronnie Rosset; and defensive backs Cole Hutchins and Sheldon Berndtson. This nucleus is expected to be joined by an ambitious group up from last year's frosh-soph squad. At this point only one thing is certain about the line-up for the opening game. Somebody will be playing where they now least expect to be. Last year it was Lunding converted from guard to quarterback. Will this year find Groves at fullback?

NEVER A DULL MOMENT

If it seems like a quiet summer in Winnetka, that is only because the School is set off by a big campus.

There is noise aplenty on the grounds, in Knollslea and in the gyms. The Summer Day Camp is going strong with the boys practicing archery, badminton, and swimming, and the distaff side learning to weave baskets, bat a ball and paddle in the pool. It's hard to say who's having the most fun but they all look brown, healthy and happy, and just before lunch — ravenous.

At the east end of the campus, near the Green Bay Road entrance, workers have started to erect the second story of the new Music Center building and their hammers and trowels add their fair share to the din.

Various outfits from the Children's Fair of Winnetka have been practicing in odd corners and one day, several weeks ago, the British American Club had its annual outing on the grounds.

Knollslea is busy with new parents coming in to enroll their younsters as registration continues throughout the summer. Many of the classes have been closed for some time.

All in all, it's a nice kind of noise.

JUNE ELECTIONS TO THE BOARD OF DIRECTORS

Two new members have been added to your board of directors — Thomas Coulter of Golf, Illinois, chief executive officer of the Chicago Association of Commerce and Industry, and Gilbert H. Osgood, general partner of Blunt, Ellis and Simmons.

Mr. Coulter, who has served as a partner with Booz, Allen & Hamilton and president of the American Bildrok Co., is a trustee of the Village of Golf, the Institute of Pyschoanalysis and St. Luke's Hospital. He serves on the board of several organizations including the Sales Executivees Club and the Chicago Crime Commission.

Mr. Osgood, a lawyer, served in the office of the general counsel of the War Production Board in Washington, D. C. during World War II. He is a director

of the Citizens Association of Chicago and a member of the finance committee of the University Club of Chicago.

THE PLANT

There will be many improvements in the campus when the children come back to school in the Fall in addition to the usual cleaning and painting. Some of the improvements are not so obvious; all were needed.

New doors have been put on the lockers in the high school.

A new permanent seating arrangement in the boy's gym, set along the wall, has been installed.

One major repair that can't be seen is the rebuilding of the fire boxes and two burners in the main heating plant, and the insulation of the boilers.

An improvement that probably the boys will notice first is the clearing of the football field. Mr. Mac has spent hours weeding the field, readying it for the Fall schedule.

EDUCATIONAL LECTURE SERIES

Carl Sandburg, who is busy working on his autobiography and will make only three public appearances in the country next year, is coming again to Country Day. He has agreed to come because he remembers "with such pleasure" his visit here several years ago and particularly because of his fondness for our students who seemed to reciprocate the feeling as those who attended his last lecture may recall.

Mr. Sandburg will come probably some time in March.

Emily Kimbrough, author and raconteuse, will star in another evening performance. Miss Kimbrough, probably most well known for her book with Cornelia Otis Skinner, "Our Hearts Were Young and Gay", has written other best sellers, starred in a daily CBS network radio program, and contributed articles to the *New Yorker, Atlantic Monthly, House and Garden,* and other leading publications. Her talk, "It Gives Me Great Pleasure", will cover her most recent travels here and abroad.

One of the top population experts in the world, Philip M. Hauser of The University of Chicago, will appear in a third evening performance.

Mr. Hauser, who has served as Director of Program Planning with the Department of Commerce, will take up a subject close to us all — "The Suburban Population Problem."

In addition, the Series will include six morning lectures to be given at Morning Ex. time throughout the academic year.

Through the University of Wisconsin Extension Division, the School has obtained three programs. One will be dramatization — a modern adaption of the famous old comedy, "Gammer Gurton's Needle". Designed for the student's appreciation, the play will be presented by the Wisconsin Idea Theatre and will

follow the tale of Gammer Gurton's search for the needle she lost as she sat patching breeches. The second program will be built around the story of the puppet. Bill and Bette Gerard, the puppeteers, will first give an explanation of what a puppet is, then produce a three-act play to be followed by a comedy skit. Also in the Wisconsin group is Roger Blackmun, astronomer, who will offer a lecture-demonstration, complete with his telescopes, an electrically driven model of the solar system and charts and pictures taken at the world's great observatories.

Caroline Harnsberger, author of books on George Bernard Shaw, Lincoln and Mark Twain, will discuss the difference between wit and humor in another morning lecture.

Walter Buchen, advertising man and big game hunter, will cover his latest safari to India with Mrs. Buchen in a program in which he will show pictures.

Winding up the roster is a talk with films on his archeological expedition in New Mexico to be given by Dr. Paul S. Martin of the Chicago Natural History Museum. Dr. Martin appeared at Country Day several years back and was invited to return because of the interest he aroused in the students by his first talk.

As usual tickets for the entire Series will be offered first to the parents. There will be reserved seats for the Sandburg lecture, and perhaps for the Kimbrough talk.

Mrs. Ralph A. Trieschmann of Highland Park is in charge of the Series for the Parents Association and tickets should be available shortly after School opens in the Fall.

CALENDAR

September 13, 9:00 A.M. — Fall Examinations for Make-up Work
September 15, 8:25 A.M. — Opening of School
November 24 - 27, inclusive — Thanksgiving Holiday
December 17 - January 2, inclusive — Christmas Holiday
February 10 - 13, Inclusive — Lincoln's Birthday Holiday
March 23 - April 2, inclusive — Spring Vacation
March 17 — College Board Tests for Seniors
May 19 — College Board Tests for Juniors
May 30 — Memorial Day Holiday
June 1 — Lower School Closing Exercises
June 4 — Middle School Luncheon
June 6 — Upper School Luncheon
June 8 — Commencement
June 8 — Closing of Upper School

VARSITY FOOTBALL

September 17 — Milwaukee Country Day School — there
September 24 — St. George L. V. — here
October 1 — Luther North — here
October 8 — Wheaton — here

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII October, 1955 Number 2

SEPTEMBER 1955

The opening days of school are always crowded with new impressions, new queries, new acquaintances, and these are more poignant than the familiar paths and faces. There is a hum of inquiry which sounds through the halls and can be caught in the tone of conversation wherever one overhears it. And there is an air of happy expectancy, *Blackboard Jungle* notwithstanding.

We begin our thirty-seventh year with a larger student body than we have had for some years, 174 girls and 142 boys totaling 366, 38 more than we had when school opened a year ago. The present school plant provides space for a school of 400, or 34 more students than are now enrolled. Therefore we have room in which to grow but next year cannot increase the size of the student body by as many as we have added this year. There are some grades which already are full and have waiting lists, and there are others where we would like as many as five more students.

In its growth the school is not in danger of losing either its character or its peculiar strengths. The senior class will still be known by the kindergarten, we will continue to meet as a family in Morning Ex, all classes are divided into sections when better instruction is jeopardized by having too many students working together in one group, we will not have to exclude students from the opera, the Purp, or the various teams simply because there are not enough jobs to go around. We can and will remain the small school in which the contributions of each student are needed by the whole and valued highly simply because of this need, for in this situation is fostered a respect for individuals as well as an understanding of the responsibility of an individual for his society.

Adding to the excitement of the new school year is the work in progress on the new middle school building. Bulldozer and steam shovels have piled up mounds of earth until the back parking lot is reminiscent of the strip mines in central Illinois. Unfortunately, for reasons of safety this paradise for mud pies cannot become a playground for the children, but there will be times when they can watch and learn what must go into such a demanding enterprise. No one has yet proposed an Order of Honorable Sidewalk Superintendents, but several teachers are laying plans to be sure that we do not miss opportunities which will arise in the construction process.

I have read a lot of test scores and listened to faculty discussion of the academic progress made by students last year, and it is clear that we have much of which to be proud. By comparing the work done by our students with that done by children of the same age in other schools we can know that ours are making an enviable record, and I am particularly happy with the college choices and admission records of last year's graduates. Equally impressive is the thought which the faculty is giving to changes which will keep the school in constant search for better ways to teach. There is no room for complacency, nor any reason to fear it.

More precise assessment of the maturity of young children in order to plan appropriate learning experiences and as an aid to proper grade placement is a significant task of the kindergarten teachers this year. A year's tryout of some of the ideas developed during last year's study of the social studies curriculum is being planned by the lower school faculty. The lunchroom routine for lower school children is being reorganized to provide a more pleasant and educative experience. An extended schedule of faculty meetings has been adopted by the middle school faculty to permit more adequate group planning by the faculty and to make more time available for group discussion of the needs of individual students. A one hundred item test of place geography is being employed on an experimental basis to provide some more exact measure of the teaching of geography in the seventh grade American History course.

The preparation for the school year demands its toll in the exhausting shopping tours which turn up the new shoes or the fresh dress. The janitors have worked all summer to wash and to paint things into respectable condition. The faculty reviews past plans and makes new ones. I wish that each of you might have been given as a reward for your part in getting things ready the chance to stand in the front of the auditorium, to look into a sea of freshly scrubbed faces, to feel the strength and the joy and the curiousity.

NATHANIEL S. FRENCH

PARENTS ASSOCIATION

As President of the Parents Association I wish to welcome the parents of the new students who have been enrolled in the North Shore Country Day School. To the returning parents I take this opportunity to compliment them on their accomplishments of the past year in continuing to maintain the strong Parents Association which is an integral part of the school.

As has often been said in describing this school, it stands as a tripod, each leg as important at the other. They consist of the faculty, the students and the parents, so it is vital that we maintain the strength of the Parents Association if we intend to continue building a strong and healthy school. Again this year our enrollment has increased which in part was due to the work of the parents and, of course, is a sign of a strong school. The jobs of the parents are many and varied as you can see from the committees listed in this issue. These committees require your support and it would be appreciated if the parents of the new students would join with those returning and volunteer for the jobs open in the committees.

At various times during the year the Association holds general meetings which we cannot urge you too strongly to attend. They will be interesting as they will deal with your children, and attending the meetings will provide an excellent opportunity to become closer associated with the school and what it stands for.

G. WALKER MORGAN

AND SO THEY WENT TO COLLEGE

North Shore Country Day School is known throughout the land for the well equipped students it sends to a widely diversified selection of this country's best colleges. Sue Barker and Lucia Farwell are attending Hollins College, while Norma Bishop is at Lake Forest, and Betsy Furgeson is at Northwestern. Bobbie Steinbeck is going to Vassar, and Betsy Bowes is going to Pine Manor, while Wellesley has Mary Bradford's name on its freshman rolls. Joyce Glasser and Deedee Simmons are attending Briarcliff, and Lisa McEwen is a student at House-In-The-Pines. Trinity, in Washington, D. C. is the choice of Mary Hauser, and Alice Suter is a freshman at Mt. Holyoke.

Frank Bacon, Andy Johnson, and Bill Stearns were claimed by Harvard, Tom Groves is going to Westminster College, and Glen Smith is a student at the University of Wisconsin. Bob Jones, Bill Pirie, and Pearce Sherman choose Middlebury, Hanover College, and Denison respectively.

PARENTHOOD IN A FREE NATION

The basic course, *Parenthood in a Free Nation,* will be offered to parents of the North Shore Country Day School this fall, beginning with an introductory meeting open to all parents of the School on Monday evening, October 10, 1955. The course employs study-discussion techniques to help parents gain knowledge and understandings through which they can help their children to develop as mature, responsible citizens of a free, democratic society. *Parenthood in a Free Nation* has been developed by the Parent Education Project of the University of Chicago, Ethel Kawin, director, under a grant from the Ford Foundation.

Study and discussion is centered around six characteristics of the mature citizen which were stated by Miss Kawin as foundations basic to the growing personality and behavior of the child. The characteristics, revised after consultation with a panel of scholars representing various disciplines, form the basic topics of the course. The panel, which included Drs. Benjamin Spock, William C. Menninger, Ruth Strang, Robert J. Havighurst, and others, has approved the six topics as major essential characteristics of mature, responsible citizens of a free, democratic society. A set of basic readings has been prepared, with one for each of the topics which form the core of the course.

The course is designed for use in study-discussion groups in which participants, after study, discuss the major topics in a series of approximately eight meetings of about two hours each. Responsibility for intensive preparation is divided among all members of the group so that no one individual has major responsibility for more than one meeting, but each member participates in discussion at all meetings. All members are expected to read at least the basic article on each of the six topics in advance of the meeting devoted to the topic, so that all members will be prepared to participate in the general discussion.

The content of the course included basic concepts of human development and questions fundamental to a philosophy of education and child-rearing. These concepts and questions are examined in terms of their implications and applications in the daily life situations of parents and children, but the problems of individual children are not discussed.

In the preliminary planning of last spring for a parent study group, a special invitation was extended to parents of four, five, and six year olds to express their interests in such a group. It now seems desirable, however, to make the basic course available without restriction as to the age of parents' children, since the topics are applicable from infancy through adolescence, and because age-level courses are being developed by the Parent Education Project which will be adapted to various periods of child development.

The general plan and content of the course will be presented by the leader, David M. Jackson, at the introductory meeting, which will be held in the music room of Walling Hall on Monday, October 10 at 7:45 p.m. As many as twenty-five persons may enroll for the basic course this fall.

TO ALL PARENTS

It will be possible for students at all grade levels to study a great variety of musical instruments at school during the school hours. Private lessons are available from the members of the music department as follows:

Mr. Vincent B. Allison — bassoon, clarinet, organ, piano, trumpet and voice

Mrs. Dorothy Paige — piano, recorder

Mr. George Swigart — violin and viola

Mr. Allison, head of the upper school music department, holds bachelor's degrees from Wesleyan and Yale, a master's degree from Wesleyan, and recently completed a year of advanced music study at Harvard.

Mrs. Paige is a graduate of Christian College and Northwestern University's School of Music, from which she has a bachelor's and a master's degree, followed by an Advanced Master's Course in Rome, Italy. In the past she has instructed in piano, recorder, and music theory at the Dushkin School of Music.

Mr. Swigart, former member of the San Francisco Symphony Orchestra and head of the violin department at Mills College, is currently on the faculty of the Cosmopolitan School of Music in Chicago. In addition to work at Juilliard and in pre-war Berlin, Mr. Swigart has studied under Mischakoff, concert master for Toscanini, Kroyt of the Budapest String Quartet, and others.

Lessons may be arranged through the grade teachers or directly with the members of the music department. All can be reached at school during the day, Winnetka 6-0674.

THE MUSIC DEPARTMENT

THE LECTURE SERIES

Carl Sandburg, the famous poet who has consented to make only three public appearances in the entire country this year, will headline the Educational Lecture Series to be offered to the students, their parents and the public at The North Shore Country Day School.

Sandburg, who will present a new and different program, has agreed to come to Country Day because of his interest in the School. In his last presentation at Country Day, the large auditorium on the School's campus was filled and the students were premitted to sit on the stage with the poet as he sang American ballads and told stories from American folklore.

Emily Kimbrough, author of several best-sellers and well-known humorist, will also be featured in an evening program in the Series. The author of "Our Hearts Were Young and Gay" will talk about her latest adventures during her most recent travels to southern Europe and in the southern States. A motion picture writer in Hollywood for several years, Miss Kimbrough also conducted a CBS network program and has been managing editor of the *Ladies Home Journal.*

One of the top population experts in the world, Dr. Philip M. Hauser, director of the Chicago Community Inventory at the University of Chicago, will present the third evening program in the series. He will discuss "The Suburban Population Problem."

The Lecture Series, a non-profit venture, is given under the auspices of the School's Parents Association. Mrs. Ralph A. Trieschmann of Highland Park is in charge of the project for the Association.

In addition to the evening programs, the Series will include six morning presentations.

The Wisconsin Idea Theatre will offer a modern adaptation of the famous old comedy, "Gammer Gurton's Needle." The play will follow the tale of Gammer Gurton's search for the needle she lost as she sat patching breeches.

A puppet show, involving a three-act play, a comedy skit and a description of puppeteering will be presented by Bill and Bette Gerard in another morning program.

Roger Blackmun, astronomer, who will offer a lecture-demonstration, complete with his telescopes, an electrically driven model of the solar system and charts and pictures taken at the world's great observatories.

Caroline Harnsberger, author of books on George Bernard Shaw, Lincoln, and Mark Twain, will discuss the difference between wit and humor in a morning program.

Mr. and Mrs. Walther Buchen will cover their latest "Safari to India" with films and a talk. Dr. Paul S. Martin of the Chicago Natural History Museum will give a talk with films and show films of his archeological expedition in New Mexico.

The entire Series ticket is available to the public, and purchase of this ticket will insure a reserved seat to the Sandburg lecture.

Tickets may be obtained by calling the School at Winnetka 6-0674.

OCTOBER CALENDAR

October 1 Varsity Footfall — Luther North — here.....10 A.M.
Frosh-Soph — Racine Lutheran — here.....2 P.M.

October 3 Faculty Tea — 2nd, 3rd, 4th, 5th Grades — Walling Hall..3:30 P.M.

October 7 Frosh-Soph — Lake Forest — there.....4 P.M.

October 8 Varsity Football — Wheaton —here.....10 A.M.

October 15 Varsity Football — Luther South — there.....2 P.M.

October 17 Educational Lecture Series, "The Three Bee Puppet Show," a three act drama, and a comedy skit, and an explanation of puppeteering — Auditorium.....11:15 A.M.

October 22 Varsity Football — North Park — there.....10 A.M.

October 24 9th and 10th Grade Faculty Tea — Walling Hall.....3:30 P.M.

October 29 Varsity Football — Glenwood — there.....2:15 P.M.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1955-1956

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel Stowers French
Dean of the Faculty ..... Cleveland A. Thomas
Dean of the Girls ..... Virginia S. Deane
Head of the Lower and Middle Schools and Director of the Boarding Department
David M. Jackson
Registrar ..... Jean K. Talley
Secretary ..... Ruth F. Eldredge
Manager of Day Camp ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Director of Public Relations ..... Helen F. Joseph
Financial Secretary ..... Elsie V. Harridge
Admissions Secretary ..... Elizabeth C. Felix
Business Department Secretary ..... Jennie L. Walgren
Office Secretary ..... Mavis Murray
Director of Transportation ..... Kay Brunner

Lower School

Executive Secretary and Admissions Officer ..... Jessie C. Griswold
Fifth Grade and Chairman of the Faculty ..... Kathleen Collingbourne
Fourth Grade ..... Zoe Lund
Third Grade ..... Kenneth Allen
Second Grade ..... Judith Koch
First Grade ..... Katherine T. Williams
Kindergarten Teacher ..... Grace Tarini
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Ruth Rhinestone
Kindergarten Assistant ..... Virginia L. Revere
Lower School Science ..... Joseph Licata

Middle School

Instructor ..... Virginia Ingram
Instructor ..... George F. Eldredge
Instructor, Chairman of the Faculty ..... William Steel
Instructor ..... Sarah G. Bolster
Instructor ..... Joseph Licata

Upper School

English ..... Cleveland A. Thomas, head of dep't.
Joseph Pynchon
Social Studies and History ..... Virginia S. Deane, head of dep't.
Nathaniel S. French, Robert B. Revere
Mathematics ..... Lewis A. Taylor, head of dep't.
Elsie V. Harridge, William W. Talley
Modern Language ..... Karla Landau, head of dep't.
Simone Valvo
Latin ..... Esther B. Wagner
Science ..... William W. Talley, head of dep't.
Patricia Shemorry, Martin J. McCarty

Inter-School

Art ..... Ruth Linnell
Richard Brauer

Dramatics ..... Roger C. Hill

Industrial Arts ..... Vincent C. Reidy

Librarian ..... Stephanie F. Wishart

Music ..... Vincent B. Allison, Jr.
Theo D. Dose, Dorothy Paige

Physical Education ..... Martin J. McCarty, Director
Mary Ann Osborn

Remedial Reading and Testing ..... Gerald E. Ostrom
Evelyn Kratz

School Physician ..... Dr. Herbert Philipsborn

Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

9th Grade Girls ..... Miss Shemorry	11th Grade Girls ..... Mme. Valvo
9th Grade Boys ..... Mr. Pynchon	11th Grade Boys ..... Mr. Revere
10th Grade Girls ..... Mrs. Harridge	12th Grade Girls ..... Miss Deane
10th Grade Boys..... Mr. McCarty	12th Grade Boys ..... Mr. Thomas

6th Grade ..... Miss Ingram
7th Grade ..... Miss Bolster
8th Grade Girls ..... Mr. Steel
8th Grade Boys ..... Mr. Eldredge

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day BEFORE 10:00 a.m. to ask for assignments, and to call for them at the Office AFTER 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ABSENCES FOR REASONS OTHER THAN ILLNESS

The school authorities earnestly request that no child be taken out of school for trips prior to scheduled vacation periods, or delayed beyond them in being returned to classes except in most unusual circumstances, when special permission must be obtained from Mr. French.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

MEDICAL FORMS were due at the school office before September 16th. If your child's is not yet in, please attend to the matter immediately.

UPPER SCHOOL POLICY ON ATTENDANCE, ABSENCE AND FIELD TRIPS

ATTENDANCE: Students who are late to school are expected to report to the Office for a slip admitting them to class or study hall. Permission to leave the campus during the school day must be obtained from Mr. Thomas (boys) or Dr. Landau (girls). In no case is a student, while at school, given permission to drive a car other than his own or his family's.

ABSENCE: Students absent from school for reasons other than illness are expected, in advance of departure, to confer with Mr. French and to complete assignments to make up the work they will miss. Work not completed prior to departure may have to be made up with a tutor, and the student will not be re-admitted to classes until such work is complete. Students who return to school late after vacations must also confer with Mr. French upon their return and will not be re-admitted to classes until their work is completed, with the assistance of tutoring where necessary.

If a student is ill for more than one day, further assignments should be requested from the School Office. Students ill for more than two days report, upon their return, to the School physician. When absence from class, study hall, or athletics cannot be avoided in the case of a doctor's appointment, the student must bring written notification from his parents and is responsible for work in the classes he misses.

FIELD TRIP TRANSPORTATION: A student is permitted to drive a car on field trips or athletic trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL 1955-1956

Talcott Griswold, President
Boyd Everett, Vice-President
Peter A. Damman, Secretary
Nathaniel S. French, Head Master

William W. Darrow
Will C. Grant
Franklin J. Lunding
William F. McKee
Charles H. Newman
Harold J. Nutting
Charles M. Price
Myron F. Ratcliffe
Gilbert H. Osgood
Thomas H. Coulter
E. K. Hardy, Jr.

THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL 1955-56

President, Mr. G. W. Morgan, 631 Glendale Drive,.....Glenview 4-0486
First Vice-President, Mr. Daniel Woodhead, Jr., 862 Prospect.....Winnetka 6-1700
Second Vice-President, Mr. Edward R. Taylor, 800 Lloyd Place....Winnetka 6-2221
Secretary, Mrs. Charles Price, 3 Woodley Road.....Winnetka 6-5151
Treasurer, Mrs. Paul Kimball, 745 Glendale Drive.....Glenview 4-1697

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, Standing Committee chairmen and the following six members-at-large.

Paul Kimball, 745 Glendale Drive, Glenview
Paul Guenzel, 328 Linden Street, Winnetka
Ralph A. Trieschmann, 126 Central Avenue, Highland Park
W. E. Walling, 2130 Middleford Road, Northfield
Talcott Griswold, 101 Thorntree Lane, Winnetka
Milton S. Carstens, 1145 N. Green Bay Road, Lake Forest

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. J. Warren Wheary, 1011 Sheridan Road.....Greenleaf 5-6748
Athletic, Mr. Robert Schnering, 241 Melrose Avenue .....Kenilworth
Mrs. Ellis Harris, 7 Hickory Lane, Northbrook.... ....Crestwood 2-0579
Costume, Mrs. E. K. Hardy, Jr., 531 Grove Street.....Vernon 5-0224
Educational Lecture Series, Mrs. Ralph A. Trieschmann, 126 Central Avenue
Highland Park 2-5195
Faculty Teas, Mrs. Stanley Ekman, 1857 West Ridgewood Lane....Glenview 4-3269
House, Mrs. Milton Carstens, 1145 N. Green Bay Road.....Lake Forest 566
Library, High School, Mrs. Robert Dick, 640 Blackthorn Road....Winnetka 6-3079
Middle School, Mrs. W. Prescott Miller, 1310 Asbury Avenue
Winnetka 6-1628
Lower School, Mrs. Theodore Jones, 4 Pomander Walk.....Vernon 5-0094
Lunch, Mrs. Stanley M. Humphrey, 2518 Orrington Avenue.....Greenleaf 5-3468
"Notes", Mrs. G. W. Morgan, 631 Glendale Drive.....Glenview 4-0486
Office, Mrs. Norris Flanagan, 1043 Elm Ridge Road.....Vernon 5-1549
Publicity, Mrs. Philip Moore, 100 Green Bay Road, Winnetka.....Vernon 5-0787
Refreshments, Mrs. Edward R. Taylor, 800 Lloyd Place.....Winnetka 6-2221
Safety Council, Mrs. Franklin B. Bowes, 266 Forest Avenue.....Winnetka 6-0670
Steering, Mrs. Otto Madlener, 20 Green Bay Road, Winnetka.....Vernon 5-0863
Treasure Chest, Mrs. John T. Pirie, 1185 Laurel Avenue.....Winnetka 6-0606
Mrs. W. Gardner Barker, 735 Ardsley Road.....Winnetka 6-3910
Student Social Activities, Mrs. T. L. Williams, Jr., Rosewood Lane..Winnetka 6-1235

STEERING ADVISORS

Chairman, Mrs. Otto Madlener, 20 Green Bay Road.....Vernon 5-0863
Lower School, Mrs. J. Robert Cohler, 2160 Sheridan Road....Highland Park 2-4249
Middle School, Mrs. Will C. Grant, 165 Thorn Tree Lane.....Winnetka 6-1116
Upper School, Mrs. Paul Guenzel, 328 Linden Avenue.....Winnetka 6-1185

GRADE CHAIRMAN 1955-1956

Junior Kindergarten, Mrs. H. Ferris White, 537 Woodlawn.....Vernon 5-1212
Senior Kindergarten, Mrs. Bruce E. Ellickson, 231 Elm Street.....Glenview 4-1799
First Grade, Mrs. Lawrence D. Friedman, 1028 Chestnut Street.....Wilmette 2203
Second Grade, Mrs. Theodore Mouzakeotis, 7 Woodley Road.....Winnetka 6-4413
Third Grade, Mrs. Carl Davis, Golf.....Glenview 4-0747
Fourth Grade, Mrs. Lawrence E. Gegner, 404 Judson Avenue..Highland Park 2-2938
Fifth Grade, Mrs. John Denson, 674 Garland Avenue.....Winnetka 6-2296
Sixth Grade, Mrs. Donald Aleshire, 820 Propect Avenue.....Winnetka 6-2173
Seventh Grade, Mrs. James Wilson, 1425 Glenview Road.....Glenview 4-2292
Eighth Grade, Mrs. William Lang, Box 82.....Winnetka 6-2276
Ninth Grade, Mrs. J. Warren Wheary, 1011 Sheridan Road.....Greenleaf 5-6748
Tenth Grade, Mrs. Talcott Griswold, 101 Thorn Tree Lane.....Winnetka 6-3456
Eleventh Grade, Mrs. Lynn Williams, White Bridge Hill.....Winnetka 6-4388
Twelfth Grade, Mrs. Boyd Everett, 513 Walnut Avenue.....Winnetka 6-2230
Mr. Lawrence Selz, Clavey Road .....Highland Park 2-0763

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII November, 1955 Number 3

SOME THOUGHTS ON READING

Part One

Controversy about the best way to teach children to read has raged around our heads for some months. The happiest contestants are those who can take a narrow view of the very complex problem of learning to read for it gives them the chance to advocate strongly their particular method and to find violent fault with all other attempts. They have generated a good deal of heat which can have good effects wherever a school is pushed to a careful reconsideration of its practice, but they have also aroused much worry where it is not warranted. An understanding of any method of teaching requires both a careful look at the subject matter and at the child.

No area of learning offers more reward or demands more in coordination of efforts than reading. The first oral communication in a child's life teaches him that sounds may be used as symbols for meaning, and while this may be simple in the case of *chair, bed,* and *'bye,* it is rigorous intellectual discipline alone which allows a four-year-old to put together a multitude of experiences to form his rudimentary concept of such complex abstractions as *true, kindness,* or even of God. By the time he begins to read he already has a vast fund of knowledge which he has organized in his mind and which he can call upon in terms of symbols; that is to say, sounds which he hears or makes as representative of meaning.

Essentially, early reading is a process of finding that these sounds may be represented in written symbols and much of today's controversy revolves around the question of whether he makes the best progress by working towards a complete symbol for an idea by learning the sounds for a "c", and "a", and a "t", to be put together to form a three letter word, or whether he has the best chance of arriving at understanding by learning that "cat" is the written symbol for the idea of cat. Actually I doubt that any school system anywhere depends entirely either on the alphabetic (phonic) approach or on the whole symbol (sight) approach alone. It would be ridiculous to assert that independent reading could ever be achieved without an understanding of how the letters form the sounds, and equally implausible to believe that independent readers spell out the sounds in the words they read at a glance.

While theories are advanced and refutations hotly argued teachers are busily working with their students, judging the admixture of phonics and sight reading experiences in terms of the progress of their children. Whether one can learn to read "cat", "can", and "cup", and then learn the rule which governs the hard "c", or first learns the rule and then applies it to the whole word will always be a sterile debate except insofar as one or the other of the approaches is more useful in reaching the common goal.

The answer to such a question is sought in the mind of the child and careful observation has brought us to the conviction that we will succeed most often if we can look at each child and adapt our teaching to his particular abilities and disabilities, that there is no one simple solution to the problem which will fit all children equally well. It seems probable that something over eighty percent of the children can easily pick up the whole word and derive the rules which govern letter and

syllable sounds from the words which they know. This is not to say that they should be left to derive the rules by osmosis for they can enjoy and retain rules which they find immediately useful after having been taught them. For this four-fifths of the children who enter first grade the first emphasis may be put on the meaning of the symbol as a whole word and simultaneously as a by-product of the exciting new discovery they will delight in the alphabet and its devious ways.

However, coming into first grade each year is a group which may run as high as twenty percent who will have some trouble with "not" because they sometimes see it as "'ton", with "was" because it comes to them on another occasion as "saw". For some part of this one-fifth of the whole the reversals will not be terribly important for they will learn from context, from eye training, or from simple neurological growth to separate the "not" from the "ton". Reading may discourage them in the initial stages for they will fall behind others in the class, but they need not become "reading problems". Others who experience this confusion may find the difficulty persists unless they have the benefit of a very rigorous training in phonics on which they can rely when confused by their own perceptions. (The technical term for this sort of reversal is strephosymbolia and our understanding of it derives from observations first explained by a New York neurologist, Dr. Samuel Orton, in 1924.)

As many of you know, we are one of a handful of independent schools which are experimenting with methods by which we can choose from the five-year-old group those who might be expected to suffer from strephosymbolia as they enter the first grade, and, further, we are trying to give those whom we select the kind of exacting, phonic training which will make of them good readers. Last spring we gathered data which amounts to some thirteen pages of recorded observation and analysis of each kindergartener and this year chose five children who we thought needed this special training. They are in a special reading class and except for those who we later discover no longer need special training, the group will continue through four years, at which time they will be ready to enter the fifth grade as good readers and exceptionally good spellers. We are fortunate to have other schools who have already some evidence that this is a sound practice, who know that children taught in this manner will succeed. And, of course, it is our aim to refine the technique sufficiently to be able to pass on to schools everywhere an instrument the nation sorely needs.

Besides dividing a grade into small groups in order to adapt the teaching methods to the needs of the individual child, it seems quite likely that we should be thinking about those children who might well begin to read at five, and likewise of those who would be better off if they waited until reaching seven. If there is something sacred about six as the age when all children are ready to begin the exacting task of reading, this truth has escaped me. In England the universal beginning age is five and I have watched classes there which seemed to be making good progress. I doubt that we know enough about the factors which determine a child's readiness for reading to insist on beginning at five, however. But we do know that a fairly large number of children will choose to learn to read if the opportunity is given them at five, and for those who are morally bound by the belief that a child is entitled to our help to reach his own greatest potential to offer him a chance to enter the exciting worlds which reading can unfold.

We may be prevented by our responsibilities from jousting in the heat of the nationwide controversy about phonics, but we are not denied the excitement of trying to find out how better to teach each child to learn to read. Our efforts are directed towards finding the methods which are calculated to produce the soundest development, both in finding that time when a child's growth warrants the sustained effort to lead him through these very complex disciplines and in finding the method which is best suited to his particular needs.

—Nathaniel S. French

TREASURE CHEST PROJECT

The Treasure Chest project of the Seventh Grade is a Bake Sale. The bigger the sale, the bigger the returns to the Chest. We would welcome *home-made* contributions from as many mothers as possible, and we know there are many of the girls who are fine cooks so we hope many of them will wish to take this opportunity to contribute their efforts to the school.

HIGH SCHOOL GIRLS

Forty-eight girls tried out for Varsity Hockey this fall, from which thirty were selected for the squad. In their first game against Faulkner, the two varsity teams won; 6-1; 6-0. Most of the remaining games will be played at home, but for the last two, in November, NSCD will be the visiting team; on November 2 at 3:30, at Ferry Hall, and on November 4 at 3:00 at Latin.

The High School Girls' Association, who membership is open to any girl who participates in its activities, has taken on as one of its fall projects the assembling of an article for the TREASURE CHEST of the Parents' Association. The Girls' Association has also assisted in the preparation and serving of refreshments for the visiting hockey teams.

EDUCATIONAL LECTURE SERIES

The story of a tiger hunt, told on film, will be featured in "Safari to India" by Mr. and Mrs. Walther Buchen of Winnetka who present the second program in the Educational Lecture Series at 11:15 a.m. Monday, November 14th in The North Shore Country Day School Auditorium.

The Buchens who have also gone on big game hunts in Africa, traveled to India last year. Highlighting the picture are portraits of natives and local scenes in India. Tickets are available at the School or in the foyer of the auditorium the day of the program.

VAUDEVILLE

The annual Vaudeville, a collection of stunts given by the Upper School, will be presented Saturday, November 12th, at 8:15, in the Auditorium.

This year's co-chairmen of the production are Jill Atwood and Cole Hutchins. Bill Boodell is in charge of the business end of the venture. Tickets are $1.00 each, and the money raised will be used to pay the referees at School games. Parents are urged to support this School activity, sponsored by the Student Council.

SAVE THIS DATE FOR THE TOY SHOP!

DECEMBER 3rd. That's the date, and a most important one it is. This is when mothers, fathers and children will come to school to work, repair, paint, fix-up and do all the jobs needed for a bang-up TOY SHOP. It's always great fun. Ask any parent who has taken part. If you haven't shared this experience, volunteer and it's a safe bet you'll find it rewarding.

THE HOUSE COMMITTEE

The House Committee of the Parents Association needs small rugs, small tables, lamps, comfortable chairs, draperies, and a bench. Arrangements will be made for pick-up if you will call Mrs. Carstens at Lake Forest 566.

LIBRARY

When disposing of Books, please keep the school libraries in mind. We will be happy to receive any books suitable for the lower, middle, or high school libraries. (Incidentally, they are allowable tax deductions at fair market value.)

Mrs. Wishart asks that all students carefully check their bookcases for books which should have been returned to the libraries some time ago. No. 10 of the Blue World Book series has been missing for months.

PUBLICITY

In the course of the academic year there may be times when photographers from the Chicago daily newspapers will come to the School to take pictures of School activities. If any parent objects to having pictures of his children in the newspapers, please let Mrs. Joseph know. She can be reached at the School.

ATTENDANCE FOR UPPER SCHOOL GIRLS

We would like to remind all parents of Upper School girls that Friday afternoons have been made free so as to permit time for dentist and medical appointments, fittings, shopping and so forth. We would appreciate parents' cooperation in this and urge them not to take students out of any class.

We also wish to remind parents that the Upper School physical education classes after 3:30 P.M., are considered definite class time, on a par with academic classes. Girls should not miss these classes during the week.

We call this matter especially to the attention of the freshmen parents who may still be getting acquainted with the Upper School program.

KARLA LANDAU

TREASURE CHEST

The date of "Treasure Chest," the annual gift sale sponsored by the Parents Association of North Shore Country Day School, has been set for Saturday, November 19, at the school, 310 Green Bay Road, Winnetka. The sale will last from 9 a.m. to 5 p.m.

Known for the luxury of gifts, antiques in silver and glass, and for the wide range of small practical items, "Treasure Chest" is the result of the efforts of parents of all children at Country Day and friends of the school. The women work under the direction of Mrs. John T. Pirie II and Mrs. W. Gardner Barker.

In addition to the decorated banquet cloths that were popular in the past years, the sale this year will feature departments set up by parents in each grade of the school. Grade chairmen of the association direct the projects for their grades.

Mothers of seniors in the high school, headed by Mrs. Boyd N. Everett, will be in charge of the food that will be available to hungry shoppers the date of the sale. Mothers of juniors, under grade chairman Mrs. Lynn A. Williams Jr., will sell "Social Capers." The antique treasures will be collected and sold by parents of sophomores. Mrs. Talcott Griswold is grade chairman. Freshman grade parents, led by Mrs. J. Warren Wheary, will handle the sale of toys.

Other departments include: Christmas cards and gift wrappings, eighth grade, Mrs. William H. Lang, chairman; bake sale, seventh grade, Mrs. James R. Wilson of Glenview, chairman; flower arrangements, sixth grade, Mrs. Donald W. Aleshire; gift foods, fifth grade, Mrs. John Denson; and toys, fourth grade, Mrs. Lawrence E. Gegner.

The Children's Fair, to keep the youngsters busy while their mothers shop, will be the project for the second and third grade parents. Chairmen of the grades are Mrs. Theodore C. Mouzakeotis and Mrs. Carl Davis. Parents of junior and senior kindergartens and first graders will handle the sale of children's clothes under the direction of Mrs. Lawrence D. Friedman, Mrs. Bruce Ellickson and Mrs. H. Ferris White.

Let your Christmas Cards benefit the Treasure Chest Sale. Cards are on sale in the Auditorium foyer *every school day* from 8:30 until 4.

Also, for the aid of your well-planned social season, you can buy the Gads Hill "Party Planner."

Books for Christmas gifts will also be featured at the Treasure Chest Sale. So, please save your gift book buying for the sale. Books will be available from the Chestnut Court Book Shop, and, of course, profits go to the Treasure Chest Sale, and thence to North Shore Country Day School.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII December, 1955 Number 4

MORE THOUGHTS ON READING

Last month I discussed in *Notes* the beginning steps in learning to read. Once this was the whole story of the teaching of reading but today we know that we can improve reading efficiency for most people whatever their ages. If we succeed in eliminating the so-called "reading problems", we will still have much to do to increase the speed with which independent readers absorb meaning from the printed page. Much has been said about saving twenty-five percent or even fifty percent of the time which an adult now puts into reading and far too little about the worlds one might explore if one had time for entertaining one quarter again as many ideas, or even twice as many.

A child normally becomes an independent reader sometime between the ages of eight and ten, and thenceforth for many years will be increasing vocabulary and refining to a greater accuracy the concepts for which the written symbols stand. Since reading is the interplay between the mind of the author and that of the reader, it is inevitable that change or growth on the part of the one will affect the understanding of the other. And the greater the author, the greater will be the urge to return to his works to find what was first hidden or but partially understood. This in a child's world is worth fostering — reading the classics which have meant so much to so many people whose advice we revere.

But it is dangerous too. The beginner reader is also a young mind, often not ready for strong diet, and quite possibly needing the experience found in simpler stories of the 'less good book'. Whether or not this is true can be debated but if we want to increase his ability to read, we know that we must cherish for him each bit of reading experience. If it is necessary to wait a while for the youngster to be ready for the greater books we can at least help him to improve his reading skills by practice in lesser literature.

Beyond the obvious good affects of repetition in seeing again and again the words which will appear in most reading, there are some important considerations. As words are symbols for meaning so is reading the search for meaning on the printed page. Such an obvious statement would seem unnecessary but it is a distressing fact that too many students develop reading skills in such a way as to be quite capable of reading long passages with their eyes while their minds move in exotic realms. Nothing seems to contribute to this day dreaming so readily as a requirement to read 10 pages every evening — how much better to develop good habits of reading by giving the youngster the sort of stories which capture his imagination and lead him from page to page in search of the thread of the tale.

When one sets interest of the student as a criterion of what should be given him, one need not set that as the sole standard. There are comics which children can read to good advantage and some which threaten moral, artistic, and intellectual standards. It is equally true that among the many modern novels are some which

might be better after adolescence. To throw out either the comic or the modern novel as such is to deprive young people of much reading experience which will prepare them for more mature thought while it develops reading skills. It is our task to help our children find books that intrigue them and to lead constantly towards more rewarding reading.

Beyond the choice of literature which will be of interest and rewarding for its content are the more technical aspects of reading training which are constantly being studied and are taught through high school and into college. Some aspects of this training are known to all of us ond are short of exciting. This does not make them unimportant for the young reader who still must learn that the printed page before him is the sole arbiter of the speed and kind of skill which he must employ if he is to get from this page the meaning. A wide range of studies show that children will become better readers if we devise methods of teaching this simple fact . . . and this is not because the reader is at fault. It is simply a matter of habit for most humans to sit down to read and to allow the eye to traverse the page at a constant rate. If reading is to be moved from the habit stage to that of carefully planned attack it is necessary to teach that the speed of a "whodunit" is unlike that of the history or mathematics text. At first the reader will complain that he can only read and get the meaning at one rate. He must be shown that this is not true. (Most speed reading courses are designed to force the reader to a speed beyond that which he normally uses in casual reading and the results of these courses are clear in their implications. For most purposes we are all capable of reading great blocks of words for their meaning without the act of forming these words in our throats or at our lips.)

Beside teaching people to adjust their speed of reading to the material they have before them are the more technical problems of word attack, vocabulary, phrasing, paragraphing, etc. Unfortunately there is no panacea which will solve these problems and only hard work at the various points of approach will lead one to fast and sure reading. In the search for these skills our children are not very different from ourselves.

They must be taught the rules of syllabification if they are to make use of the words they hear when they read, they must be shown the value of increasingly accurate definitions for the words they know, they must be shown that a single thought may be buried in a phrase, they must analyze paragraphs until they know that there is in each a topic sentence, an idea, a summary of the idea. And for each reader there is a proper emphasis on each of these skills and it is the need of the individual which determines what each should work on.

It is for this reason that we have in the upper school a course in reading which is adjusted by careful investigation to meet the needs of each boy or girl. Beginning in the ninth grade each child is examined and re-examined for four years so that during this time we may offer a program of reading training which will be designed to fit the needs of the particular child. Students are scheduled to work with Mr. Ostrom from a folder which is theirs alone to develop what they most need in reading skills. This may mean working with a machine which forces them to read a measured speed by the simple device of a mechanically operated shade which comes down over the page they are reading at a speed determined by the setting of a dial. Or the exercise may be one of the kind one expects for younger children — how to spell, how to look up words they do not know, how to break into syllables. Whatever it may be it is an individual matter determined by testing, by a series of exercises and testing of the results of these efforts, and by the student who keeps a record of his own progress.

Out of all of this will come a group of readers who will be far better able than their parents to entertain new ideas, new information, and new interpretations both because they can read more efficiently and more rapidly. But they will not be a generation given to racing through great literature at a speed which will deny them the essential flavor of that experience. Wherever the teaching is most successful they will be able to jump from a series of words directly to the thought which is therein conveyed. They will have time to entertain more of the world's literature.

NATHANIEL S. FRENCH

NEW BUSINESS MANAGER

It is a great pleasure to announce that Mrs. William Harridge, Jr. has accepted the responsibility of Business Manager to The North Shore Country Day School. She came to the school during the war and has been an important member of the mathematics department since her arrival. Recently Mrs. Harridge has taken a great deal of responsibility for the business affairs of the school. Her acceptance of new and greater responsibilities will not deny her assistance to the mathematics department and we know from her past service that we can have full confidence in her ability to handle the variegated problems which fall to the lot of a business manager.

NATHANIEL S. FRENCH

ATTENDANCE

The daily attendance bulletin tells a story. Those who arrive on time and are present at school escape notice in this particular periodical, but there are some who are frequently late or absent. Part of the story is a reflection of the day when the car would not respond to impatient ministrations, or the fuse which blew and stopped the electric alarm clock, or a night fraught with worry about a sick child, but another part of the tale is dolefully prosaic.

We seek your cooperation. School is the job of every student, and regular, prompt attendance is an element of the training which will lead to acceptance of mature responsibilities just as surely as casual arrival times and unnecessary absences will breed contempt for the demands of the working world.

NATHANIEL S. FRENCH

CHRISTMAS MUSIC

With Vaudeville behind them, the attention of the various singing groups turns to Christmas. The High School Chorus is well into the preparation of a Morning Exercise to be given on December 14th, at which music from the Christmas portion of the Messiah will be presented.

In addition to its usual appearance as part of the Tableau presentation by the Art Department, the combined A Cappella and Ensemble chorus plans a concert of Christmas music for the afternoon of December 18th at two o'clock. It is hoped that the combination of the Alumni Luncheon that noon, the concert, and the basketball game which follows will make for an occasion in which many alumni, parents and friends will want to take part.

For its part in the general festivities, the Lower and Middle school singing groups are geting ready for performances on the afternoon of the annual Christmas play, Friday, December 16th.

CHRISTMAS PLAY

This year the ninth grade will give an adaption of the York Nativity. The students will study the dramatic tradition as well as the Bible story as preparation for their work on the performance. The play will be given on December 16th at 4 p.m. in the Auditorium, and a section will be reserved until 3:50 for families of the ninth grade.

DECEMBER CALENDAR

December 3 Basketball — Racine — there.....7:00 P.M.
Lower School Toy Shop.....4:00 P.M.

December 5 Educational Lecture Series — Auditorium.....11:15 A.M.
Dr. Paul S. Martin of the Chicago Natural History Museum will give a talk and show films of his archeology expedition in New Mexico.

December 6 German Christmas Assembly — Grade 3 —Auditorium..11:15 P.M.
Upper School Toy Shop.....2:45 P.M.

December 8 12th Grade Supper Meeting — Walling Hall.....6:30 P.M.
Speakers: Miss Ann Splitstone and Mr. Joseph Shane

December 9 Basketball — Harvard — there.....7:00 P.M.

December 10 Basketball — Milwaukee University School — here....2:00 P.M.

December 11 Dedication — Perry Dunlap Smith Hall.....3:00 P.M.

December 13 Christmas Tableaus — Auditorium.....11:15 P.M.
Presented by Upper School Music and Art Department

December 14 Christmas Music — Auditorium.....11:15 A.M.
Presented by Music Department

December 15 Santa Claus Party — Boys Gym.....11:15 A.M.

December 16 Christmas Play — Auditorium.....4:00 P.M.
Presented by 9th Grade students (seats reserved for 9th Grade parents until 3:55 P.M. No classes for Lower School this day. Pupils of Grade 2 thru 5 will report to grade room teachers at 3:30 P.M., and sit with their own grades for the play
Regular school day for Middle and Upper School students.
(ALL BOYS REQUESTED TO WEAR COATS AND NECK TIES)

December 17 Alumni Luncheon.....12:00 Noon
Concert presented by Upper School.....2:00 P.M.
Basketball — Luth South — here.....3:00 P.M.

SCHOOL REOPENS JANUARY 3, 1956.....8:25 A.M.

A most cordial invitation is extended to all parents to attend the special Christmas programs. Each is an outstanding event of the school year.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII | January, 1956 | Number 5

THE POWER TO READ POETRY

The power to read, with which Mr. French's recent series of articles has dealt, is used for many purposes. Throughout the North Shore Country Day School one of the uses to which it is put is the study and, we hope, appreciation of poetry. In the Lower School I have heard teachers reading poetry to their students, students reading poetry to their fellows, and discussions of poetry which they had read. In a recent visit to a Middle School class I heard the group discuss with considerable insight a poem of some maturity. In a recent English Department meeting time was spent discussing the selection of poetry to be read by a Middle School class. In other words, throughout the School poetry holds an important place, bringing to our students the ideas, emotions, and moods that have always been important to men.

To make the place of poetry in the School specific, let me turn to the manner in which it culminates. The method of approach to poetry described below has been followed by our senior English classes for six or seven years, although there have been some changes from year to year. During the first days of school in the fall the teachers put it up to the class that they were seniors who had five years of secondary-school English, who were all intending to go to college, and who perhaps should think a little about what they thought they needed in their final year of high school English. The discussion that ensued produced a list of items beyond handling in one year, in which the seniors have included poetry. When it came time to discuss the inclusion of poetry in the year's course, the teacher sought to draw from the class their reasons for including poetry. They admitted, although not universally, that few of them read poetry outside of class and that they did not get "fun" out of poetry very often. But they felt that they needed to read more poetry in order to be ready for college, especially college freshman English, which they had heard from their predecessors often contains modern poetry of a highly mystifying content. They also felt that for the sake of general culture they ought to get acquainted with some poetry beyond what they had already met. An occasional student suggested that the reading of poetry was one way to develop certain reading skills, and still fewer that poetry is one important medium for the transmission of the ideas on which Western culture is based. At any rate, reasons such as these for insisting on reading poetry seemed to the teacher to reveal reasonably sound thinking; at least they made it possible to begin work in poetry with the consent of the students. For by finding themselves in the strange position of having to justify the reading of poetry in senior English they had worked up a degree of momentum and interest, if not enthusiasm.

The first step in reading poetry was to turn the class loose for two weeks of reading modern poetry. They owned Untermeyer's *Modern American and British Poetry,* which supplied a good base around which to work. At the request of the class the teacher suggested, but did not assign, the work of certain poets: Dickinson, Robinson, Frost, Sandburg, and Benets, Eliot, and MacLeish among the Americans; Housman, Masefield, Sassoon, Brooke, and Auden among the British. An effort was made to guide them toward poems they might be able to understand and away from those that seemed beyond their reach, especially in the work of Robinson, Eliot, and Auden, although no attempt was made to forbid them to read difficult poems.

With this much preparation the class read for a week in modern poetry. They were urged to read, in so far as possible, only what they liked and were asked to keep a list of titles and authors of what they read, with whatever notations they chose to make. It was pointed out that such notations would materially aid their review for the formal examination with which the term's work would conclude. More than half the class took this suggestion to heart; the rest saw the value of these notations only as examinations approached. The only complaints about this procedure was that they found that they had often read through short poems once before they realized whether or not they liked them. This complaint offered the opportunity to discuss methods of reading poetry in general and to compare it with other types of reading. It is difficult to say how many accepted and put into practice the fact that most poetry cannot be read through once, like a novel.

During this week much of the class time was spent examining particular poems to clarify students' understanding of them. The poems so used were those several students had read and found difficult. First, the class worked on avoiding reading all poetry as though it were end-stopped. Attention was also given to the handling of inversions, particularly of three types: Verb-subject, verb-object-subject, and object-verb-subject. Then they were taught to look for the author's purpose and shown how that purpose pointed out to them what to look for next — idea, mood, description, etc. Considerable work was done on developing the ability to extract from a poem its main idea, theme, feeling, or mood, along with those that supported the main one. Also considerable time was spent on how to go about interpreting metaphor. The class had originally felt that the poet's vocabulary was a primary barrier to their understanding, but, after this work was done, they found that usually only an occasional word gave them trouble and that frequently that trouble was cleared up if they saw the author's purpose and main point. In this way quite a number of poems were examined in considerable detail, and at the same time students were taught something about how to read poetry after they had felt the need of skill greater than they began with.

Early in the week the teacher pointed out that they were reading a good deal of poetry and that there was the danger that they would conclude with many short items which apparently had no connection among them. Therefore he urged that, as they read, they look for topics, ideas, and themes that recurred in their reading, either in the work of one poet or through the work of a number. At the end of

the week the class was asked what such topics, ideas, or themes they had found, and their offerings were listed on the board. Among them were nature, love, death, immortality, religion, pessimism or futility, war, despair, beauty, and faith. The teacher asked them if there was any one that they would like to pursue further. A lively discussion followed in which the various topics were examined in general terms. Nature was rejected because they felt that in past years of English they had read a good deal of nature poetry and because they felt that there would be little to add in discussion to what the poet had already said. In the first year of this "unit" the teacher suggested the futility theme. The next several years the students decided upon a variation on it. They saw that in pessimism, futility, despair, and lack of faith they had been talking more or less about the same thing and felt they had come upon this theme more often than any other or that it had struck them harder than others. At any rate for several successive years classes have chosen this theme. It is perhaps not difficult to see one reason for this choice in young people who have lived in the midst of the uncertainty of a world war and its aftermath and who are subjected constantly to expressions of doubt and despair in various forms of communication. Despair is one of the attitudes prevalent in the world around them, a disturbing one to which they apparently feel the need for some kind of answer.

For another week the class continued to read modern poetry, this time seeking for expressions of despair. They were given a list of poems, to which they were not restricted, but some of which were assigned in order to supply a common basis for discussion. Among these were Eliot's "The Hollow Men", MacLeish's "End of the World", and some of the war poems of Owen and Sassoon. These were among the poems discussed for comprehension and as expressions of despair, and recordings of some of which were used to stimulate interest and increase comprehension. In addition, students read aloud pieces they had found and felt were especially good expressions of despair. It may be added that in this situation, where they had some reason for reading poetry aloud, most of them did so without embarrassment and with reasonable clarity.

Toward the middle of this week some one raised the question whether only modern poets "felt beat". Since no one knew, the question was dropped, to reappear several times. Finally the teacher pointed out that it was the most frequently asked question and that perhaps they ought to decide whether they needed an answer to it. The class felt that they ought to know the answer because it would give them some perspective on the theme and because they sensed that, if it was an old theme, its age would make a difference in their reactions to expressions of futility. Therefore the teacher again suggested a list of poems of which were required for purpose of discussion. Among these poems were Wordsworth's "The World Is Too Much With Us", Coleridge's "Dejection", Shelley's "To Night" and "Mutability", Tennyson's "In Memoriam" in part and the Loksley Hall poems, Arnold's "Dover Beach", "Self-deception", and "The Last Word", and Hardy's "Darkling Thrush" and God-forgotten". These eighteenth-and-nineteenth-century poems were treated in much the same manner as the earlier readings.

Within two days the class ran into difficulty with various references in these poems. Nature "red tooth and claw" was meaningless to them because they were insufficiently aware of Darwinism; similarly, references to the Industrial Revolution and various wars meant little to them. After some discussion it was agreed that the only thing to do was look up the matters on which they were weak. Therefore the teacher suggested five or six topics, such as Darwinism and the Industrial Revolution. Students chose from among these topics, taking care that all of them were covered. With the help of the modern history teacher a short bibliography of books was drawn up. The class used these books to secure information on their topics for informal reports to their fellows, who took notes, asked questions, and offered further information. Then the class returned to consideration of eighteenth-and-nineteenth-century poetry, better prepared to interpret them.

It was not difficult to lead the class to agree to turn now to poems of optimism. Again a number of titles were given them, beginning with Wordsworth and running up through the moderns. It was enlightening to them to find poems of optimism written by those who had also written poems of doubt and despair.

Concurrently with this reading of poetry the class was doing other reading. The interest in the despair theme was high enough so that suggestions of modern novels that paralleled these poems in attitude were received and read with interest. Among those read were Fitzgerald's *The Great Gatsby* and *Tender In the Night,* Huxley's *Brave New World,* Sheriff's *The Hopkins Manuscript,* and Orwell's *Animal Farm* and *Ninteen Eighty-four.*

In the end, then, these senior classes had read a good deal of poetry that is prescribed by the traditional survey approach. But they have read it with a specific purpose in mind, a purpose which they had chosen themselves. To conclude the unit, the class spent two days summing up the two positions of despair and optimism and then wrote a paragraph statement of their position on the issue, giving reasons for the stand they were taking. It is perhaps interesting to note that, of the about two hundred students who have used this approach, only one professed to be a pessimist. After a term in college he seemed to have sharply modified his position.

Thus throughout the school we endeavor to increase the student's acquaintance with poetry and the ideas and attitudes for which it is a vehicle. Of nearly equal importance is our effort to develop in our students the specific reading skills which poetry demands, which make up a part of the total complex of reading skills, and which are necessary for our comprehension and appreciation. For if students have the power and willingness to read poetry at their own level of maturity, they then have available great statements of the great concepts that have molded our civilization, concepts which must become part of the equipment of the citizen of a democracy.

— Cleveland A. Thomas

January 13, 1956

Upper School Parents:

In the week of January 23 the Upper School will be writing their mid-year examinations. During this period each student comes to school on a schedule which he has worked out with his homeroom adviser and may at times be at home preparing for his next examination. For the older students this is no new experience, but for some it allows a freedom which will be best used if parents and faculty work together to assist the children to use this time well.

Students will be required to come to school for each of their examinations, and for some review classes and special appointments, but will otherwise be free to use their time as seems wisest to them and their advisers. It has been our experience that those who maintain a well-balanced schedule of work, rest, and exercise do the best work on their examinations. It may be well, therefore, for parents also to discuss with their children the hours which will be devoted to work in order to see that these are balanced against exercise and rest. Particularly we urge that the students not be permitted to use examination review as an excuse for cutting down on their normal amount of sleep.

On Friday, January 27, there will be no examinations, except in cases where a make-up test is required. All students will come to school at the regular opening hour for a special schedule but will be free after noon. There will be no lunch served at school.

We believe that the examination period is more than just a time for measuring student progress; it is a most important step toward the mastery of the material of each course, and it is essential training for doing exact work under pressure. We would be glad to discuss any part of it with you.

NATHANIEL S. FRENCH

COLLEGE REPRESENTATIVES

Representatives from the following colleges have visited the school this fall.

Bennington	Haverford	Middlebury
Wesleyan (Conn.)	Pembroke	Bradford Junior College
Colorado College	Swarthmore	Colgate
University of Rochester	Brown	Mills
Colby Junior College	Hollins	Yale
Reed	M. I. T.	Chatham
University of Pennsylvania	Pomona	Princeton
Grinnell	Rockford	Babson

The visits of these representatives offer our students the opportunity to learn about a number of colleges; they also provide a continuing communication between the school and those institutions to which its graduates go. The majority of representatives are from the Admissions Offices; a few are members of local alumni groups.

Expected in January are representatives from Mt. Holyoke, Knox College and Finch Junior College.

* * * * *

JANUARY CALENDAR

January 3	School Opens	8:25 A.M.
January 7	Basketball — Elgin — there	2:00 P.M.
January 10	Basketball — Lake Forest — here	4:00 P.M.
January 13	Basketball — Latin — here	4:00 P.M.
January 14	Basketball — Glenwood — there	2:15 P.M.
	Middle School Square Dance — Girls Gym	7:30 - 9:30 P.M.
	College Entrance Examination Boards — New Trier High School	8:30 A.M.
January 16	Lecture Series — Gammer Gurton's Needle	11:15 A.M.
January 18	Basketball — Racine — here	4:00 P.M.
January 21	Basketball — Christian — there	2:00 P.M.
	Girls Basketball — Francis Parker — here	10:00 A.M.
January 23 January 24 January 25 January 26	1st Semester Examinations for Upper School	
January 27	Basketball — Walther High — here	4:00 P.M.
January 28	Girls Basketball — Faulker there	10:00 A.M.
January 30	Second Semester Educational Lecture Series — Dr. Hauser	8:15 P.M.
January 31	Zippes Concert	10:30 A.M.
February 3	Basketball — Francis Parker — here	4:00 P.M.
February 4	Basketball — Luther South — there	7:00 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII February, 1956 Number 6

INTRODUCTION COMMITTEE

A new committee of the Parents Association, the Introduction Committee, promises to be of real help to the school, and we all hope it will enlist the aid of many parents. The committee is founded on the belief that the element of choice in admission of students to the school is of basic importance to a healthy school, for it is this choice which allows us to determine the character of the student body. Surely the exercise of this choice is one of the more important functions of our opportunity as an independent school. The committee will introduce the school to families whose children might become Country Day students to the benefit of both the child and the school.

There was a time when such a committee would have been unnecessary and to many would have seemed undignified, a time when a school of this kind graduated a class each June and took in a class at the bottom of the school in September. The change of personnel in the school was largely a matter of growth from year to year within the school and children who started together were expected to graduate together. We enjoy no such stability now. The population change in our community is great, about one half of all families moving out of the community every five years. Statistically, of the twenty children who enter our first grade we can expect only one to remain in the class in the tenth grade year. This, of course, places before us a very real problem, that of developing a constant flow of children coming into the school to balance those who move with their families to other communities. Therefore, although we have virtually reached a size compatable with our ideals and with our plant, we still need active work to introduce new families to the school.

Our size as a school will approach four hundred this coming September. We have grown steadily and at this point reach the limit of expansion at a figure which is the highest in the school's history. This figure is one which has grown out of decisions made in the past and beliefs which the school has long held. With the completion of Perry Dunlap Smith Hall we will have a plant which can house this number adequately if not in splendor. And we will not tuck in a few more children here and there, for the whole purpose of the school could be negated by a crowding which threatens the development of each child. We can do the right kind of a job with twenty-five children in each of the two kindergartens, twenty in each of the first five grades, thirty in each of the Middle School classes for these classes are broken into small sections for their academic work, as are the Upper

School classes of twenty girls and twenty-two to twenty-four boys. Next fall we will be a bigger school but there will not be crowding nor will we be in danger of losing our strength as a small school in which every individual can be important as an individual.

As the Introduction Committee becomes more and more successful in finding and interesting people in the school, the question of whom we should accept becomes increasingly pertinent. The school has for many years accepted from those who applied children who seemed most likely to profit from the school and those who promised to add strength to the school. Today this policy is administered by the Admissions Committee whose function it is to gather whatever information will describe the candidate and then to accept those students best qualified for the school. The choice of students is made in terms of scholastic aptitude, previous academic training, character and personality, promise of unusual talent such as ability to sing or to paint. We also take into account the applicant's family for we know that the best students and the most promising people come from strong homes.

Thus a committee of parents again stands at the fulcrum around which turns our future strength. What should they do? How should they introduce new families to the school — the school to families who know little about us? Already they have sponsored a series of living room meetings giving neighborhood groups a chance to sit down with others and ask questions about the school. To these meetings have gone two or more members of the faculty to answer questions, and from them have come a series of applicants for the school as well as a much better understanding of the school's proper function in the community. They have worked for some weeks on a handbook which will be most helpful as a source of information. Various members of the committee have submitted questions which comprise the framework of the booklet and focus on aspects of the school which should be brought to the attention of parents interested in Country Day for their children. This material is nearly ready and will reach the whole parent body this spring.

Inevitably, parents who have children in the school become ex-officio members of the Introduction Committee for they are the people most likely to know about the school and they are the people most likely to be asked about it. Out of circumstances they become the school's ambassadors and must represent it abroad. We have much on which to build. With a combined effort we can be confident of the future.

NATHANIEL S. FRENCH
Headmaster

VIRGINIA H. LUNDING
Chairman, Introduction Committee
of the Parents Association

N.B., It is important that as an Introduction Committee we avoid any confusion as to our purpose which is to bring information about the school to families and to guide them to the school. There our responsibility ends, since admissions are only granted by the school administration. — V.H.L.

THE TREASURE CHEST

The Treasure Chest is delighted to announce that due to the great and constant efforts of all our workers, we have turned over to the Building Fund of the North Shore Country Day School, a check for $5,000.00

It only takes a few minutes to give the facts but your two chairmen fully realize the number of hours of thought, planning and plain hard work that went into our venture. To each of you who did your part and more — we give our deepest "Thank You".

Each year Treasure Chest has expanded until it now seems to have a growing reputation for an unusual sale. People expect new ideas, artfully carried out, and we are most fortunate to have the effort and abilities of so many willing people.

Because of this growth it is necessary that Treasure Chest have a more formal structure with assurred continuity making it a permanent auxiliary enterprise of the school. To this end a Board was duly formed.

The members of this Board are:

Executive Chairman — Mrs. John T. Pirie II
Associate — Mrs. W. Gardner Barker
Sale Chairman — Mrs. Boyd N. Everett
Treasurer — Mrs. Thomas L. Williams, Jr.
Secretary and Publicity — Mrs James L. Allen
Facilities Chairman — Mrs. John H. Denson
NSCDS Representative — Mrs. William W. Talley
Special Projects Chairman — Mrs. Edward R. Taylor
Legal Adviser — Mrs. Henry A. Gardner, Jr.

This Board is already at work making plans for the Sale to be held November 17, 1956.

1955 Treasure Chest
ALICE PIRIE, *Chairman*
MILDA BARKER, *Co-Chairman*

NEWS ITEMS

Mr. Jackson will attend the convention of the American Association of School Administrators in Atlantic City, New Jersey, February 18 through 23 as a member of the convention evaluation team.

The Rev. Mr. John Reinheimer, a graduate student in education at Northwestern University, is working with Mr. Jackson as an intern in educational administration. Mr. Reinheimer is observing and taking part in some of the research activities of the school as preparation for his work in the near future when he will have charge of an Episcopal school.

EDUCATIONAL LECTURE SERIES

A lecture by Mr. Roger Blackmun will be presented in the Auditorium at 11:15 A.M., February 20th.

During part of his lecture, Mr. Blackmun will use an electrically driven model of the solar system. It is designed to show the structure of the solar system, the respective motions of each planet around the sun, the phenomena of evening stars, the constantly varying distance of the other planets from the earth, and the changing seasons on earth.

Roger Blackmun took his graduate work at the University of Chicago. He was on the lecture staff of the Adler Planetarium in Chicago, and he has lectured before many high school and college audiences as well as service clubs throughout the Midwest.

Also in the Lecture Series will be a talk, "It Gives Me Great Pleasure", by novelist Emily Kimbrough, and highlighting the series is an appearance by the poet Carl Sandburg, who is scheduled to make only three public appearances this year.

Mr. Sandburg, who has appeared at Country Day before, is now working on his autobiography.

FROM THE JUNIOR KINDERGARTEN

The Junior Kindergarten has received a wonderful present. The mothers and fathers of the children in our room gave us a much needed Capehart phonograph. The children will enjoy it often this year and each new group can be very grateful to these parents for this nice gift.

POPULATION

A special program on "The Suburban Population Problem" was offered at 8:15 p.m. Monday, January 30, at North Shore Country Day School.

The program featured a talk by Dr. Philip M. Hauser, one of the world's top population experts, who is director of the Chicago Community Inventory at the University of Chicago.

Acting director of the Census Bureau for the planning of the 1950 census, Dr. Hauser has served both here and abroad as an advisor on population problems to various governments.

He has been assistant to the U. S. Secretary of Commerce and director of program planning in the Department of Commerce.

OPERA, 1956

Two operas this year? And both on the same night? How come? These questions are answered for some when it is known that the two operas are "Trial by Jury" and "H.M.S. Pinafore" by Messrs. Gilbert and Sullivan. Others may need to know that "Trial", the shortest of the series runs generally about a half hour, while "Pinafore" is also one of their shorter efforts. Together the two make a pair that are often found on the same bill and are currently being so played by the D'Oyly Carte Company on their current United States tour. For our purposes they provide an opportunity for a large number to appear on stage, and meaty parts for the unusual number of boys voices available this year.

"Trial" is a farce from beginning to end, and in a courtroom scene dripping with prejudice, absurdity is piled upon absurdity until the judge solves the dilemma by marrying the plaintiff himself. The problem of "Pinafore", "a simple sailor, lowly born" in love with "a lass above his station", is solved more traditionally by the last minute explanation of a mixup occuring "many years ago".

Both are full of the delightful lyrics and tunes which give Gilbert & Sullivan operas their inimitable charm, and with veterans of several seasons treading the boards, we look forward to top-notch performances.

FEBRUARY CALENDAR

February 17 Basketball — University High — there .....3:30 P.M.

February 18 Girls Basketball — Milwaukee Downer — there
High School Dance

February 20 Educational Lecture Series — Auditorium .....11:15 A.M.
Mr. Roger Blackmun will lecture on "A View of the Stars"

February 21 Basketball — Luther North — here .....4:00 P.M.

February 24 and 25 Tourney at Luther North

February 25 Girls Basketball — Chicago Latin — here

February 28 Lake Forest — there .....4:00 P.M.

March 8 Opera Matinee — "Trial by Jury" and "Pirates of Penzance" 2:30 P.M.

March 9 and 10 Opera — "Trial by Jury" and "Pirates of Penzance" 8:15 P.M.

VACATION NOTICE

Each year much time and effort is lost because pupils are taken out, usually for sufficient reasons, before the spring vacation begins, or stay out after it ends. This can easily become, as it has in some other schools, so serious that the academic progress and standards of the whole student body are lowered below the point where they would otherwise have been. Each case seems plausible enough, but when there are forty such cases, as there were one year, the result is disastrous for everyone. Parents are, therefore, urged to note the vacation dates well ahead and to conform to them, except in the most extraordinary circumstances.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII March, 1956 Number 7

When we think of music, art or drama, words like imagination, creativity, esthetics, go through our minds, as well they must, for that which separates these fine arts from the other liberal arts is the degree to which they address themselves to our emotions. Certainly, no mechanistic purely logical analysis of a painting can describe the impact of its story on another individual. The ceiling of Sistine Chapel is the product of a great idea, an excellence of painting technique, and a man who combined idea and skill into a single, disciplined expression. Such a creative process is of great concern to us as teachers, for we believe it has much to do with the growth of a child.

We will not find a new Michel Angelo in the student body of each year but we must offer each generation its chance to understand artistic greatness if we are to prepare it to inherit the finest in our culture. All students are required to take courses in the arts where they meet the ideas which have been important to artistic greatness, the thoughts found in music as well as in painting. They are also given a chance to work at musical expression, or at painting, so that they may know the significance of a developed skill in successful artistic creation.

Michel Angelo had at his command the skill of a master painter, and in his mind was an idea, rich with feeling, and clearly defined. As an artist he brought the skill and the idea into a unity. Because he could discipline his emotions and his thought, because he could use his technical skill in a manner appropriate to the feeling and idea presented on the Sistine Ceiling, Michel Angelo was a successful artist. This is the artist who is intellectually clear, emotionally sensitive and disciplined, technically well trained.

Our children, working at their own levels, in various arts, are developing their skills, clarifying their ideas, and learning to accept the discipline of an artistic purpose. In this and the next issue of Notes those who teach painting, music, drama, shop, and dance will write a series of paragraphs designed to show you how these disciplines contribute to the school curriculum.

NATHANIEL S. FRENCH

* * * * *

The music curiculum in the lower and middle schools is planned to assist each child to grow and develop in music appreciation. Music does not stand apart from any other areas of learning but is integrated with them through a rich and varied musical experience. The curriculum is flexible in consideration of the child's immediate needs and happiness. Skills are but a means to an end to bring about aesthetic satisfaction.

In order to assist the individual to attain the power he needs for self-expression, the curriculum may be broadly classified into five categories: singing, listening, rhythms, performing, and creating.

In singing experience he acquires a repertoire of worthwhile songs with a growing awareness of good text, good music, accurate pitch, accurate rhythm, correct posture and breathing, diction, etc. The study of composers, artists, and performers is made as the need arises.

He hears both live and recorded music in his listening experience. Listening for pleasure is the foremost concern. The study of form and structure, composers, history, and personalities add to his enjoyment and satisfaction. General bodily responses to simple rhythms, drawing to music, creative rhythms, and dramatizations are a part of his rhythmic experience. Awareness of note and rest values adds to his satisfaction.

Creative experiences are most often enjoyed. Making up words and music is a very natural thing to do. Devising dances as well as dramatizations is equally natural.

Performing experiences are somewhat more formal. The child finds more discipline and skill are needed to play or sing correctly. (There are *fifty three* children playing recorders in the Lower School as a regular part of their music classes. Many are taking private lessons on other instruments.) Playing in the orchestra or rhythm band offers still other experiences. Performing alone as a singer or instrumentalist also contributes to the musical growth of the child.

Thus each child in the lower school has a varied music program offered to him daily. The moddle school has a similar program offered three times a week. This curriculum is planned and offered in order that each child may be able to choose good music for performance and listening satisfaction.

THEO DOSE

* * * * *

In our society, the stimulus for the creative effort in music is derived principally from contact with it, either as a listener or as a performer. Our most successful composers have been those who used a thorough study of the works of others as a preparation for their own individual expression. Among young people of high school age, it is usually those with a greater than average experience in listening to or performing music who show an interest in writing it and begin to experiment for themselves. Through their first attempts there comes to these students a keener appreciation of the craft involved and of the skills they must acquire before they are equipped to express themselves adequately. The desire to compose does not come to many, but its chances of coming to more are increased in proportion to the contact made with the successful efforts of the masters. There is no closer contact possible than the contact of performance, which leads to an increased understanding of the composer's technique and a deeper perception of his design.

Performance also offers participation in a kind of creative effort in itself. The nature of music is such that it can be said to exist only while being performed. The successful interpretation or re-creation of a work requires imagination and insight together with integrity of presentation. The concept by the interpreter, while not original, can be just as real to him if he makes a sincere effort to understand the intent of the composer.

This is one of the reasons why all High School students at North Shore Country Day School are asked to participate in chorus twice a week. Given large

numbers with little or no formal training, the medium offering the best chance of early individual and collective success is the chorus. The satisfaction of solving the problems involved in producing intelligible sounds of proper pitch and duration is considerable, but beyond this is the experience of "making music," aesthetically one of the most rewarding to be had.

Not all High School students would accept this thesis. However, the opportunity to make music is provided so that all can observe its acceptance by some and may lead to investigate the reason, now or in the future. It would be unfortunate to have the performance of music regarded as an esoteric art to be practiced only by the especially talented. In the words of Oliver Wendell Holmes:

> "A few can touch the magic string,
> And noisy Fame is proud to win them: —
> Alas for those that never sing,
> But die with all their music in them."

VINCENT B. ALLISON, JR.

* * * * *

Our industrial arts program is not a program of vocational education, and its purpose is not to have pupils attain salable abilities in trade pursuits. But it is a program of general education which provides a sample of the mechanical world and is designed to provide opportunities for the child to grow in self-expression and to help develop hidden talents. In other words, the essential objective of the program is to foster and encourage creative work. This objective is meaningless, however, without a plan for putting it into effect. This plan is as follows:

(1) The pupil is permitted freedom to develop his or her own project and an attempt is made to cultivate each student's individuality of thought and expression.

(2) The basic principles of design are presented to the students and they are encouraged to apply them in designing their own projects rather than relying on ready-made patterns and plans. Examples of this are the designing of such things as book ends, shelves, bud vases, and various metal and leathercraft creations in the Lower and Middle School, and the rather advanced designing of such projects as toys for Christmas toy shop, and various items for the American Red Cross in the High School.

(3) Each student is given an opportunity for exploration with as many materials and techniques as possible. The surveying of materials and processes in the area of wood, metal, leather, plastics, mechanical drawing, and printing gives each child a chance to find an area of interest and helps to equip him with desirable techniques for self-expression. It also helps to give the student an understanding and an appreciation of worthy creations, the material from which they are made, and a respect for the people who made them.

(4) The student is encouraged to use ideas and principles from other subject areas in order to help increase his power of self-expression. Examples of this are the application of the principles of the triangle in the designing of a three point lamp base, and the use of other geometric figures in designing projects.

(5) The student is given as much assistance as is needed to provide a successful experience. This is probably the most important of the five points, and its fulfillment is attempted in two ways. First of all, the degree of difficulty of the project is kept, in so far as possible, on the level of ability of the child and this level is raised by instruction, demonstration, and projects of increasing difficulty. Secondly, individual help and encouragement is given to the student so that his project will be successfully completed. He then experiences a new joy in life when he takes it home and shows the finished piece of work to his mother and father and says, "I made that!" Yes, he has experienced the real joy of accomplishment and has taken an important step in finding areas of dynamic and lasting interest.

VINCENT C. REIDY

ADDRESS BY DEAN

Cleveland A. Thomas, dean of the faculty and head of the English department of North Shore Country Day School, appeared before the Chicago chapter of the International Society for General Semantics at the Commerce Club in Wiebolt Hall on the downtown Northwestern campus on Friday, February 24. His address, "Language Power for Youth", is drawn from the title of his recently released book, a sourcebook dealing with effective techniques in the teaching of high school English.

Mr. Thomas is the author of a feature article, "The Improvement of Language Instruction in Secondary Schools", which appeared in the January issue of The School Review, a University of Chicago Press publication. A graduate of Antioch College, Mr. Thomas has studied at Harvard University and was awarded his doctor of philosophy degree at Northwestern. His works have been published in many educational journals, and he has recently finished a term on the secondary school board of the National Council of Teachers of English.

REPRESENTS C. D. AT SESSIONS

Representing North Shore Country Day School at the Atlantic City convention of the American Association of School Administration was David M. Jackson, head of the Lower and Middle schools. The meeting of the educators is an annual affair which started with a meeting in Kentucky in 1867. School principals, superintendents, and supervisors from all 48 states attended the six-day session on February 18-23. Mr. Jackson has been asked to serve on a national committee of members of the A.A.S.A. to evaluate the convention.

LIBRARY COMMITTEE

The Library Committee is requesting the assistance of all parents in returning overdue books. Inventories reveal that many books are missing. Beyond a doubt, they are not all in use; rather they have been kept out overlong because of oversight. In order to maintain a complete library and have the books readily available to all who need them, we are asking parents to see that their children return any books which may have been misplaced or put aside by the children.

The Freshman girls have been going through our library in groups on a "know your library" plan, and we hope that they have found it as interesting an experience as we have.

BASKETBALL 1955-56

The basketball team of 1955-56 ended its season with a record of 21 victories and 4 losses. They were second in The Private School regular conference play and Champions of the Private School League Tournament.

The final game of the season was played in the tournament against Luther South who had ended up first in regular conference play. North Shore had played this team twice before during the season, losing by three points once and winning by a large margin the other time. This final game not only was the rubber match to decide which team really was the better but also would decide the tournament championship. The North Shore boys were easy victors routing Luther South 75 to 52.

We were a little disappointed that we had not won the regular conference title but still are very proud of this teams record. We do have some problems for the future. The starting five, Charles Newman, Cole Hutchins, Frank Lunding, Paul Loomis and Captain Bob Schnering all will graduate this year. In addition our large Frosh-Soph squad won only nine of its twenty one games. They are very willing however and when we combine them with our reserves of this year we may be contenders again in 1956-57.

MARCH CALENDAR

March 19
March 20
March 21 } Upper School Third Quarter Examination

March 21 Zipper Concert ..... 10:40 P.M.

March 22 Upper School dismissed at 1:10 P.M.

March 22 Middle School dismissed at 2:50 P.M.

March 22 Lower School dismissed at Regular Time

March 23 to April 2 inclusive — Spring Vacation

April 3 School opens ..... 8:25 A.M.

April 4 Educational Lecture Series —
Emily Kimbrough, "It Gives Me Great Pleasure" .... 8:15 P.M.

April 7 Council Dance

April 10 10th Grade Meeting — Place to be announced ..... 8:00 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII April, 1956 Number 8

EVERY CHILD AS AN ARTIST

The idea of every child as an artist is not new but it needs clarifying. This concept implies that every child is a potential creator endowed with those sensibilities and the drive to express ideas which characterize the artists. We do not claim that every child will become a professional artist or produce masterpieces even though at times children's work is amazingly beautiful and expressive. The creative process, that is the feeling out and developing of an idea for a picture, the sensitive use of materials, the disciplining of hand and eye, the judgement used in the placing of forms and colors — all these are more important to us as teachers than the final product, startling though that may be.

Therefore the teaching of art is the teaching of how to create rather than what to create. The following examples will, I hope, show in small measure how this is done.

At Christmas time the first graders wanted to make presents to take home to their parents. The most practical idea seemed to be clay candle holders. They discussed what a candle holder should look like and several children described candlesticks they had seen at home. Then they discussed what a candle holder had to do and decided that its only real job was to hold a candle and that as far as looks were concerned they were free to make any shape they thought would be pleasing. The clay itself suggested shapes to them, some were balls with holes in them, some were flatish pieces with many holes for candles. Some children made heads or snowman type people, some made handles on their holders. All of the candle holders were painted and lacquered and taken home.

The fourth graders made curtains for their room. This was a different kind of project from the first grade candle holders as many decisions had to be made as a group. Since they had had experience with carving and printing their own linoleum blocks we decided to use this as a method of printing. They decided to make each curtain with many different pictures on the blocks and after a great deal of discussion decided this would work if all the blocks were the same size and all the curtains had the same colors on them. They began to draw designs for blocks and grouped themselves according to the subject matter. Then they carved out their designs, tried them out as individual prints and recarved them until they had a pleasing design on each block. The choice of colors was difficult. They all had to learn to think of their own block as part of a large design. For instance, some people had to give up the idea of having a brown car design because the whole group decided that brown didn't look well with the other colors. Finally with

great pride and a lavish use of turpentine each group arranged and printed their blocks on their own set of curtains. The whole project took about eight weeks to complete.

The fifth grade has begun to work with oil paints. To them this is, at last, "real painting." Actually fifth graders are struggling for more complete control over their materials and oils, unlike tempras, tend to stay where you put them. They are also a slower medium to work in and allow the artist more time to evaluate the picture as he paints. Young children generally paint from memory and imagination. The fifth graders are beginning to paint things they see around them, changing these things to fit their feelings and the materials. They come in with drawings they have made at home or around school and begin to paint. As their picture grows they hold it up at a distance to better judge the design and pattern.

These are three of the more controlled types of art experiences of the Lower School children. On the other extreme is "Free Art" which comes on Friday afternoon for third, fourth, and fifth graders. The children may choose among all the materials of the art rooom to work out a pet idea. There are also other occasions during their once or twice a week periods when they choose individually.

The emphasis in teaching art is on thinking things through — "What does a candle holder have to do?" — on creating out of individual experience — "Draw something at home which you enjoy and bring it in" — on experimentation with the qualities of materials — "How are oils different from tempra?" — on judging work as a whole — "What colors would look best together and look best on curtains for your room?" A child who is creating is an active child. He is active to a purpose which he understands. He is learning to discipline and control his energies because he feels the need to do so. Even if the end product is hard to understand, a child who creates is growing in the ability to direct himself.

RUTH I. LINNELL

* * * * *

As was mentioned in the introductory statement to this series, participation in the creative process of combining idea, emotion, and skill into a single, disciplined expression is important to the growth of the student and to the development of his understanding of successful artistic creation. Working in the visual arts offers unique opportunities for such experiences. The nature of the task is to shape and arrange the unorganized visual art materials, such as paint, clay, enamels, etc., into meaningful visual images. And because of the great variety of these materials this area of creative activity provides unusually wide opportunities for the involvement of all students.

The students that come to the upper school art room are from the 7th through 12th grades. I find that especially the younger ones like to explore, to test, and to try out materials and ideas. This exploration sometimes leads to a demand for resistant materials, against which they may test their growing strength and develop

skills. For this reason a variety of tools and materials are introduced and greatly relied on to motivate and stimulate the imagination. An example of how this works is shown in the experience of a young lad who was confronted with the problem of making a drawing in wire. In previous painting activities he kept repeating a certain image in a certain way without much regard to the changing possibilities of the different painting problems. However, the wire problem presented a material which challenged and stimulated him. He began bending a curved piece of wire into the outline of a dinosaur. As he worked, the resistance of the wire influenced the size and shape of his original idea, and then the finished animal suggested another elaboration. This was another dinosaur in a fighting stance against the first. When the second was complete the first was modified to relate it better to the new fighting situation.

As he worked on this project his skill in handling the wire improved. When making the first animal he bent separate pieces of wire for the legs and then tried to fasten them rigidly to the body. This was not very successful. Therefore in making his second animal he used one piece of wire to form the whole animal. In reviewing the experience, we find that as he worked to find expression, his idea grew and became clearer, and his control of the material became more skillful and sensitive. And, most important, his attitude toward what he had just accomplished indicated that he had become more aware of his own creative strength.

Gradually as the student moves further into adolescence more complex projects may be tried, more control may be sought. One project was tried in which experiences in design were presented to various groups in some of these ways: 1 — through a slide making project; 2 — through a crayon rubbing project; 3 — and through an experimental handling of the silk screen process. The results of these experiences were, in many cases, used to develop and print a textile silk screen design on scarves, napkins, and place mats. And so, even though the project was more complex, ideas, information, and skills were developed and then disciplined into a complete artistic expression.

RICHARD BRAUER

* * * * *

The art of the drama is a discipline of the most demanding and complex kind. This discipline ranges all the way from the literal and forthright kind that exists backstage during any well run production, to the aesthetic idea of a play as conceived and executed by a fine director. And this is not even to touch the infinitely complex business of writing creatively for the theatre. Within this wide range of activities having to do with drama, lie many with which North Shore Country Day School students constantly come in contact.

Although so-called "Creative Dramatics" is not by any means an obsession in our school, there are many times when the really worthwhile elements of this technique are utilized, particularly in the Lower and Middle Schools. Children are tremendously imaginative — as any parent who has been bedding a Davy Crockett

for two years can testify — and it is the simplest thing in the world for them to mount their camels and safari to Asia as aides of Marco Polo in order to call on Ghengis Kahn. All in the classroom, of course. In this way children learn to explore a world of imagination which is perhaps even more real to them than Oz, or Wonderland, or the House at Pooh Corner. Who knows but that in this simple nurturing of every child's gift may bud an artist to thrill us all with his magic world?

In our Morning Exercises, we have a most unusual and fertile outlet for these future artists. Every class and every child benefits from these daily meetings, either as a participant or as a member of the audience. Although there are innumerable concomitant benefits — learning to organize one's thinking, enunciating and projecting clearly the spoken work, listening attentively to another's thoughts, and, sometimes, practicing patience and forbearance — essentially, I think, a Morning Exercise is an artistic experience. Anyone who has swayed and held an audience, who has been entranced in a theatre, who has felt the exhiliration of a dramatic pause, who has been held by one, cannot deny that the empathy that can exist between the stage and the auditorium is a real and tangible force. Naturally this does not always happen. But when it does — a child singing a German Christmas song, a boy reading "The Midnight Ride of Paul Revere", a girl kneeling beside a manger — an educative process takes place that is worth a month in the classroom.

Although many Morning Exercises are formal presentations — the Halloween play, the Christmas play, et al — the large-scale dramatic presentations are given during the evening. In the Operas, the Vaudeville, and the Senior Play go all the technical and creative processes that one would find in professional productions. It is sometimes difficult for a student to see how the proper placing of a stagebrace cleat on a flat could be called an artistic experience. However, when it is made clear that into this cleat goes a brace which holds up a flat which is painted to resemble a scene which contributes to the mood, atmosphere, and locale of a play, he begins to be a part of the artistic effort. Designer, painters, light men, make-up artists, prop people, prompters, and actors, all are participating in the birth of an idea. At first it seems a faint and far-away goal, but when the curtain opens and the laughs and tears begin to come over the footlights, it is a bright and shining reward.

Perhaps the highest level of dramatic achievement offered in the school, at least from the production standpoint, is the Opera Coordinator. He is the producer, the regisseur. For a sensitive boy or girl, this job is much more than just an organizational one. It is, rather, the gathering together of a thousand-and-one strings into a whole piece of cloth, molding and shaping the elements of production into an artistic effort that breathes the stuff of life.

From the simplest kind of make-believe, then, to the most demanding task in the world of theatre, our students can experience the art of the drama. And what if

we do not produce a Duse or a Bernhardt? Perhaps, instead, we have stretched the soul a bit and accomplished more that we had dared hope.

ROGER C. HILL

* * * * *

Dance is one of the fastest growing arts in this century, and we can understand this when we consider that this is the age of action. And this is the country of action. Everyone says our tempo is faster here than other places, and faster now than formerly. We do more, demand more variety, go more places. And to do this we have developed transportation and communication within the last fifty or sixty years that would astonish the Victorian age. So it stands to reason that our fastest growing art would be the art of movemen. And no matter how many vehicles or gadgets, it is still the man behind them who controls them, and he must be under control to do this.

Dance is the process of coordinating the body to the mind through rhythmic and muscular control and correct alignment of the joints and bones. The sooner the child can learn to control himself correctly the better. Vitamins and minerals can not do everything and it is the individual effort to coordinate and the individual love of coordinating harmoniously, especially to music, which helps the child. It later helps the adult to comprehend and participate in our universal culture which every educated person knows expresses not just our past but our present and future as well.

The art of the dance as well as the art of the motion picture have now taken hold of our people as a direct expression of the times, and those who fail to appreciate this can indeed think of themselves as not yet having caught up culturally with this age — the age of action.

It has been my observation that, unless a pupil is especially talented or for some reason especially interested, it is too late to start dancing in high school because the bodies are already set in many bad habits of alignment and coordination which it is an effort to change. So I repeat my former statement: the sooner a child can learn to control himself correctly, the better

SYBIL SHEARER

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MUSICAL TO BE GIVEN AT NORTH SHORE AUDITORIUM TO BENEFIT HADLEY SCHOOL FOR THE BLIND

"Much Ado", a gay musical comedy written and produced by the talented group of amateurs who call themselves "Off The Ground, Inc.", many of them North Shore Country Day alumnae, will be presented Thursday, Friday and Saturday evenings, April 12, 13, and 14, at the North Shore Country Day School auditorium. It promises to be a thoroughly delightful evening, as the theme of the show is a clever travesty on the famous bard, Shakespeare.

All proceeds from the show will go to the Hadley School for the Blind. Tickets are now on sale at Porter's Electric Shop, 813 Elm Street, and reservations may be made by calling WInnetka 6-6320.

* * * * *

APRIL CALENDAR

Apri	3	School Re-opens ..... 8:25 A.M.
April	4	Educational Lecture Series — Emily Kimbrough..... 8:15 P.M.
April	6	Middle School Square Dance — Girls Gymn..... 7:30 - 9:00 P.M.
April	7	Baseball — North Park — Here..... 10:00 A.M.
		Council Dance — Upper School..... 9:00 - 12:00 P.M.
April	10	10th Grade Meeting at thehome of
		Mr. and Mrs. Edward J. Burnell, Jr.....
April	13	Baseball — Christian — Here..... 4:00 P.M.
April	17	Baseball — Walther — There..... 4:00 P.M.
April	20	Baseball — Christian — Here..... 4:00 P.M.
April	24	Baseball — Luther South — Here..... 4:00 P.M.
April	25	Spring Meeting of the Parents Association — Auditorium... 8:00 P.M.
April	27	Baseball — Latin — There..... 4:00 P.M.
April	28	Baseball — Milwaukee Country Day — Here..... 2:00 P.M.
May	1	Baseball — Francis Parker — Here..... 4:00 P.M.
May	4	Baseball — Wheaton — There..... 4:00 P.M.
May	5	Baseball — St. George — Here..... 10:00 A.M.
		Council Dance — Upper School

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII May, 1956 Number 9

AN APPROACH TO THE TEACHING OF HISTORY

In some of its deliberations this year, the Social Studies Department has considered how students become immersed in historical events so that the information they learn is useful to them and their understanding extends beyond situations and developments within their own immediate experience. A history student examines often, in his academic journey, the unfamiliar situation in which people make their living, bring up their children, and pursue their ideas of a "better" life within an agrarian, non-industrial framework. Few of our students have had first hand experience in rural communities and even if they had, it would not have had much in common with life in the geometric fields along the Nile, on Carolingian manors, or in China's rice paddies. How does a student come to meet the people in these societies, to discriminate among them, to describe clearly their problems and evaluate their solutions?

One method of presenting an agrarian environment is to contrast its material characteristics with those of our own, to construct a scene devoid of trains and telephones, packaged foods and playgrounds, steel mills and skyscrapers and in their places put rutted paths, salted fish, and smudge-filled reed huts. Accurate though this last picture may be, it is so uncongenial for the student that he is more than likely to have an impression of wonder or horror about it and thus be encouraged to mistrust its inhabitants and misjudge their values.

Therefore, in addition to noting material differences, we must seek similarities of behavior or of values if we are to reach understanding. When our fourth graders recently began their study of ancient Egypt, they were asked to draw separate features of the human form: an eye, the feet, the head and shoulders. They compared their results. Then they were shown how, more often than not, their choices between profile and head on view coincided very nearly with the selections made by Egyptian artists some four thousand years ago. These students had a chance to think about some Egyptians as recognizable persons, acting as they themselves might act. It is likely, furthermore, that because they, too, can

draw in similar fashion, they will carry with them for some time an accurate image of Egyptian art. As they experimented with the doubtful possibility that an individual can really assume the stance attributed to him in an Egyptian fresco, they have gained an improved perspective on an artist's purpose. Finally, as they noticed that and discussed why Egyptians had often put figures of different sizes in the same picture, they learned something of Egyptian social classifications. From the familiar, these students can consider successfully other aspects of Egyptian life. While they will judge its slave labor harshly, they cannot describe it solely as an invention of those endowed with perceptions wholly different from their own.

For another example, let us conjure up fourteenth century Paris. Its muddy streets, its better-not-described odors, and — when the English choked off food supplies — an occasional rat hunt are clearly unattractive to tenth grade medieval history students. Other qualities of its life emerge, however, from a study of a handbook written by a wealthy bourgeois for the edification of his fourteen year old bride. At first our students were appalled by the household duties set their bygone contemporary and very scornful of her husband's apparent assertion that she could make no decision for herself. "Fair sister have a care," he warns his wife of her visits outside their home, "that your hair, wimple, kerchief and hood ...be well arranged and decently ordered;...as you go bear your head upright and your eyelids low...without...stopping to speak to anyone."* "Oh yes," a sophomore girl responded, "we are not supposed to speak to strangers either!" Later in the discussion a boy admitted, grudgingly perhaps, that he had often been stopped on his way out the door by a parental jerk at his coat collar and tie; another recalled continual exhortion to improve his posture. These students exchanged a respect for neatness and propriety with a family some five centuries passed. On one score, at least an historical person assumed recognizable proportions. These students can better understand now that the concern of a community's elders for the behavior of its youth is a recurrent historical pattern. Perhaps, also, if they are lucky enough to visit modern Paris, they can more easily look beyond its aroma, still distinctive, of course, but happily in a different way!

* Power, *Medieval People*, Reading: 1951, p. 103.

As a student is expected to use his own experiences to recognize the feelings and values of others, he is more likely to remember what it is they did. He is better able to understand the relation of purpose to behavior; he can relate events, which once seemed quite haphazard, and describe historical trends. His imagination is sharpened, his capacity to stand in another's shoes is strengthened, and his

perspective on his own experience is lengthened. These exercises seem to us important for young people learning to live in a society which has long respected individual differences disciplined by individual responsibility and mutual trust.

VIRGINIA S. DEANE
for the Department of Social Studies

April, 1956

SPECIAL NOTICE FOR MOTHERS OF JUNIORS AND SENIORS

At 1:15 following the picnic lunch all the Senior mothers will meet Miss Deane on the first floor of Dunlap to arrange final details about Graduation.

KARLA LANDAU

MAY DAY 1956

May Day will be Friday, May 11, 1956. Classes will meet as usual until 10:30. The May Day Morning Exercise will begin at 10:45 in the Auditorium and will be given by the fourth grade. The play is based on the legend of the Nile's source. Following this play there will be a procession of the school to the green east of Dunlap where the May Queen will be crowned. There will be dances for her and her attendants. Following this the whole school will picnic on the green. The picnic lunches are to be brought from home and parents are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any color is acceptable. All children should bring sweaters in case the weather becomes chilly.

The Tenth Grade Girls who together with the Sophomore Boys and students of the Middle School are in charge of the preparations for May Day, will be very grateful to all parents who will bear in mind that very large quantities of all kinds of flowers and green branches are needed for May Day. They can be brought by the children Friday morning to the Sophomore Girls' Home Room in Dunlap and will be most thankfully received.

Unless Miss Brunner is notified to the contrary, it is understood that parents will provide transportation for their children after the picnic.

ANNOUNCEMENTS

During July and August Mme. Valvo will be available for lessons in French conversation, grammar, composition, and reading.

CALENDAR

May 15 Baseball — Luther North — here ..... 4:00 P.M.

May 18 Senior Play

May 19 College board entrance examinations for juniors

May 19 Baseball — Milwaukee Country Day — there ..... 1:00 P.M.

May 19 Senior Play

May 22 Baseball — Racine Lutheran — here ..... 4:00 P.M.

May 25 Baseball — Timothy Christian — here ..... 4:00 P.M.

May 26 Baseball — Glenwood — there ..... 2:15 P.M.

May 28 Meeting of the Executive Committee of the Parents Association — Walling Hall ..... 8:00 P.M.

May 29 Baseball — Lake Forest — there ..... 3:30 P.M.

May 29 Memorial Day morning exercise

May 30 Holiday

May 31, June 1, June 4 and 5 — Upper School final examinations

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIII June, 1956 Number 10

TOWARDS FREE MEN

This June we have much for which we can be thankful. As fall dried the grass and the first days of winter turned it brown, we discovered in eyes other than our own an appreciation of two voices well used in song, and our athletic community said of our boys, "Your team was best." An eighth grade girl wrote a poem which will never be shown outside the school, but we found in it the unfolding of a power hitherto hidden. And a first grader said simply, "I can read it."

Now at the year's end we have these things and many more to value. Those which are most dear are the little steps which a boy or a girl takes toward becoming a man or a woman. Those which are most important are not for you and me to measure, but are the moments when a child begins to feel a little more clearly a sense of pride and confidence in the ability to do what that child has chosen as his immediate end or purpose.

In its most fundamental characteristics the striving of youth is not very different from that of age. Each is spurred into action for reasons which are their own and for reasons which are as multi-lateral as are their backgrounds. However, these motives may be classified and normally three categories encompass them all, i.e., fear of results of failure, ambition to meet the requirements of society and to reap the rewards of achievement in an organization, and thirdly, a desire to act in accordance with one's own purposes.

As children have studied their spelling lists out of fear of recrimination from classmates and teachers, mothers have put things to order out of fear of the judgment of neighbors or friends. As children have aspired to better judgments of their work from their teachers, their fathers have worked to satisfy an ambition to gain promotion or income. As children have found pride in an accomplishment reaching toward their cherished ideals, their parents have said, "For this purpose, or toward this end, I find myself working with pride and confidence as an individual satisfying those purposes which I alone can judge." It is hard to know whether the driving be fear of reprisal, ambition to be recognized and rewarded by others, or confidence that one can fulfill one's purposes, for human motives do not lend themselves to dissection.

Memorizing a vocabulary out of fear of the teacher's wrath or classmates' scorn is not necessarily bad for it may well produce a foundation essential to know-

ledge of a foreign language. And likewise, fear of shame may move one to learning the essential facts in a history course or even to the mowing of one's own lawn. While we may take steps in a worthwhile cause out of fear, it seems most unlikely that such a motive can lead us to judge what is trivial as different from that which really matters. As a motive fear may lead to mastery of skills but is not likely to lead beyond.

Whenever men or children seek approval, a motive of a different order from that of fear, they may take positive steps toward a goal acceptable to and noticeable to society and this may lead them beyond the memorization of the facts required in a course. It may even lead them to an active part in community life. Their acts may be those of civic minded citizens or of conscientious students, but the judgment of what is worth doing is left to others to decide. Because it is not their own judgment of what is worthwhile, those moved by ambition are unequipped to be free men.

Now at the end of a school year each of our students faces a period away from school and a new status upon his return. Each might look back; each will look forward. For most of them visions of summer holidays cast a haze over their future school lives. Much of what they become is determined by what they would like to be, and this brings me directly to the third level of motivation — that of working to satisfy one's own purposes, without fear, without ambition for reward.

The stuff of free men grows out of a vision of a world in which a man, through his thoughts, finds himself among the great ideas and the great purposes of civilization. Among these he must choose those which will become a part of him and they will be his conscience. They give him the strength to be something in his own right, however much he may enjoy the plaudits of his society and its rewards. He cannot be a shadow of the opinions of others; he cannot covet the good will of others. He must make the decisions which to him seem right and then carry them through to his own satisfaction. Response to fear and response to ambition have limited merits, but response to a person's own thoughts and own purposes make him a free individual in a large and wonderous world.

Three hundred and seventy children leave the doors of this school in June. Some of them will go on to college and some few go elsewhere. Most of them will re-enter in September; all of them will have had three months to pursue what seems to them worthwhile within the range of their opportunities and, for the most part, regardless of the demands of a society somewhat remote in years. Seldom will they need to respond to fear, occasionally will they satisfy an ambition to acquire a skill or complete a task judged important by others. Their most profitable days will be spent in doing to the best of their abilities what they choose as important to their own scheme of things.

NATHANIEL S. FRENCH

NATIONAL LOTTERY

Faced with an increasing number of applications, admission to college has begun to resemble in part a national lottery. North Shore Country Day School takes pride in the record the Class of 1956 has made in competing for college admission. Of 35 who applied to colleges, 32 have at this writing been admitted — a majority of them to two or more. We expect that in the next few weeks we will see the record reach 100 per cent.

NEWS FROM THE TREASURE CHEST

Next year's Treasure Chest bandwagon is picking up speed. Workers have been organized, and plans for a wide range of activities have been outlined by the Treasure Chest Board.

Highlighting the TC preparations will be a Kick-Off Party at the home of Mr. and Mrs. Kenneth I. Russ, scheduled for early September. Invitations will be in the mail later this summer. Board members encourage everyone to take this opportunity to "Climb on the wagon; get the Treasure Chest off to a good start."

Progress reports indicate the fifth grade mothers have many beautiful doll clothes and dressed dolls ready for the November 17 sale. Present plans call for the work to continue through the summer months. Mrs. William Deakins has issued a call for workers for cutting and sewing. She can be reached at Winnetka 6-6349.

Eighth grade mothers have met several times to work on their Christmas decorations, beautiful tree ornaments and candles that will add grace to any scheme.

PROM PLANNERS

Junior Prom plans are taking shape rapidly, chairmen Carlene Blunt and Gerry Hunt announced recently. The Prom will take place this year in the boys' gym, on June 9th, from 9 P.M. until 12:30 A.M.

The band committee, of which Pat Victery, Jimmy Groves, Karen Rooney and Bill Walling are members, have selected Claud Johnson's band to provide music.

Lois VonGehr and Harry Atkins have charge of the invitations and programs. The refreshment committee is headed by Mike Brookins and Ed Heubner.

Right now the class is concentrating on decorations. Jimmy Groves, Pat Victery, Ginny Speakman, and John Willy, members of the decoration committee, have drawn up the plans, but the whole class helps with the actual decorating.

BUNNY MORGAN

DEVELOPMENTAL READING

The beginning of each school year sees the freshman class take a battery of standardized reading tests to determine their ability to handle the unusually strenuous reading requirements which face them in the high school.

Four areas of reading are tested: rate of reading, story conprehension, vocabulary, and textbook comprehension. The test results are reviewed in a search for sources of potential difficulty. Those persons whose tests indicate a need for assistance are asked to participate in a program of carefully guided self-help which is beamed at their specific areas of weakness.

The program is carried on throughout the freshman year by Mr. Ostrom until retests later in the year indicate either that sufficient progress has been made to make no further work necessary, or that the program should be extended. (Extreme cases are referred for individual tutoring, in which case the student, his parents, and school authorities set up a systematic program with a specialist in the reading field.)

In its second year of operation, the program of developmental reading has enabled participating students to show statistically significant gains. Seventeen freshmen were assisted in their reading this year. A retest in March revealed that all showed gains in at least one or more of the areas tested. It is believed that not only will the freshman year be easier and more valuable because of this extra boost at a time when it is most crucial, but also all future reading and studying will be benefited by this program.

Mr. J. H. Pynchon

AROUND THE WORLD WITH N.S.C.D.

Country Day pupils traveling to and from school on school transport journey the equivalent of nearly five trips around the world, a fingertip computation of mileages reveals. The school's three buses and Mrs. Brunner's station wagon travel somewwhat more than 500 miles daily, and the dozen or so teachers who drive children to school add another 150 miles to the record. Norman Akers, genial pilot of the "Green Monster," covers the most ground with 140 miles.

EDUCATIONAL LECTURE SERIES

Next year's Educational Lecture Series promises to offer a wide variety of interest, announced members of the Series Committee this month. It seems most likely that the outstanding program will be a two-program visit from the original Don Cossacks late in the season. Present plans call for another visit from Dr. William Faulkner, minister of the Park Manor Congregational Church in Chicago, who will be recalled for his fascinating folk tales of southern life among Br'er Rabbit,

Br'er Bear, and comrades. Another repeat performance is in the offing in the person of Dr. Thomas Folds of the Northwestern University art department. The University of Wisconsin will send us a marionette theatre and Dr. Glenn L. Morris, who will demonstrate electronic sound waves, radio beams as used in aircraft direction, and the uses of other electronic devices. Also under consideration is a special mother and daughter lecture (with the accent on fashions) to be followed by a tea.

SHOWS PAINTINGS

Chicago Painter, Merlin Enabnit is perhaps the most versatile of the artists who have shown their works at The North Shore Country Day School this year. A specialist in color, Mr. Ebnabnit has spent more than twenty years and a small fortune in experimenting with various color techniques. His current display which can be seen in the foyer of the school auditorium, 310 Green Bay Road, is highlighted by two contrasting canvasses, both extremely colorful; one drawn from nature and the other a scene in an Oriental byway. Successful in divers forms of artistic expression, Mr. Ebnabnit is probably best known for "The Merlin Girls," a collection of pinups which hung on the walls of barracks and dugouts from Okinawa to Bastogne. Mr. Ebnabnit is almost as well known for his work as a portrait painter. He has been extremely successful in capturing the character and personality of many of the world's notables, including Count Folks-Bernadotte, Ralph Bunche, Emmett Kelly and Trygve Lie. Mr. Ebnabnit's exhibit is the next to the last of this years' exhibits which have featured all artistic media and an extremely wide range of subject matter. This series of exhibits has been arranged by Mr. Felix Palm, head of the Arts Library Committee. Mr. Palm has driven out from Chicago to arrange all 16 of this years' displays. According to Mr. Palm, plans are presently afoot to arrange another series for next year.

THE PARENTS ASSOCIATION

Officers for the year 1956 - 1957

President:	Mr. G. Walker Morgan
First Vice President:	Mr. W. Newton Burdick, Jr.
Second Vice President:	Mr. John F. Milliken
Secretary:	Mrs. Emil D. Hauser
Treasurer:	Mrs. Paul Kimball

CALENDAR

June 1 Lower School Closing Exercises ..... 10:50 A.M.
Eleventh grade picnic ..... 6:30 P.M.

4 Middle School Closing Luncheon ..... 12:30 P.M.

May 31 - June 1, 4 and 5 — Upper School final examinations

June 5 Ninth grade picnic ..... 6:30 P.M.

6 Senior Luncheon ..... 1:00 P.M.
Stunts ..... 2:30 P.M.
Eighth grade picnic ..... 6:00 P.M.

7 All classes for Upper School until 11:00 followed by
Commencement Rehearsal. No luncheon served at school.
Sixth grade picnic

8 Twelfth grade picnic at the home of
Mr. and Mrs. Edwin B. Berndtson, Barrington ..... 6:30 P.M.
Eighth graders report for Commencement Rehearsal ..... 10:15 A.M.
Classes for Upper School until 10:30, followed by
Commencement Rehearsal. No luncheon served at school.
COMMENCEMENT ..... 3:30 P.M.
Guest: Parents, friends, alumni and faculty.
Twelfth grade picnic

9 Junior Prom — 9 to 1 o'clock — on campus.

SCHOOL REOPENS THURSDAY, SEPTEMBER 20 ... 8:28 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIV August, 1956 Number 1

CONFORMITY AND INITIATIVE

There is often for children and sometimes for adults an apparent dilemma created by the recurring demand for conformity and the praise and rewards which go to initiative. On the one hand, the world seems to say, "Abide by our customs and rules," and on the other it says, "Our heroes have had the vision and the courage to step out above and beyond the commonplace."

No society could exist without conformity to its rules of conduct, to its mores restricting whim or passion, to a common denominator of behavior which allows individuals and groups to work or play with one another in mutual trust. This is not only a matter of convenience but of great importance to our fundamental psychological needs. A child must find himself acceptable to other children and to adults in order to develop confidence in himself. He cannot live alone and in fact this urge to live with others is so strong that he may be punished by sending him to his room or, in the old fashioned school, banished to one corner of the room to sit on a high stool with a cap on his head labeling him the "Dunce." In this instance he was not only set apart from his peers but measured as less than they in quality, thus implying that difference and stupidity go together.

In schools and in homes we need conformity of a child to the rules which are essential to living together in peace. Not only do we set up lists of "don'ts" but we have an invaluable list of "do's." You may not discuss the misfortunes of another; you do announce your interest in them with a birthday card or a Christmas card. All of this is good for individuals and good for society as a whole and thus we put a premium on conformity.

However, there is a very real danger here — the possibility that the compliance demanded of the child begins to appear as a virtue in itself. An exaggerated notion of, or an ill-understood degree of, compliance may perfectly well deprive a child of his best hope in society. None of us want to develop in our youth the attitudes of a minion. The school is far better set up to discipline and encourage initiative and the ability to create than it is to train youngsers to believe that authority is, ipso facto, a good.

There is a nice balance between acceptance of the demands of society for conformity and the need of society for individual initiative and an imagination which carries one beyond the commonplace. Once we recognize that our rules are not a definition of virtue but simply a matter of establishing method for smoothing the paths of common effort we then must seek a basis for judging the importance of our rules. This can be found in the reality of a child's experience.

In the commonplace of summer activity is much that can lead to better understanding of the importance of limitations placed by materials and by people. Building a sand castle on a trip to the beach is successful and fun only if one accepts the limitations imposed by sand. The angle of slope is a fairly flat one when the sand is dry and steeper when wet sand is used, but a frenelated tower is out of the question in either dry or wet sand. It may be hard for a child to see the importance of "thinning" to the successful growth of radishes but easy for him to see that a tomato plant will be more prolific if properly tied and sprayed. An attempt to grow bananas in this climate would be immediately recognized as ridiculous because the characteristics of soil and weather preclude success.

If one dreams of growing tropical fruit and decides against it simply because "It just isn't being done," one accepts the dictates of one's neighbors rather than those of the realities of plant growth. In this kind of decision one thinks like a minion rather than a free man. What we want is the kind of thought which accepts reality as a basis for limiting imagination; the kind which frees the mind of control from the opinions of others. Summer is the time when children have more opportunities to choose what they will do and in their choices to find success or failure in the degree to which they accept the reality of the circumstances surrounding their undertakings. Some will elect to row a boat and in this discover that the co-ordination between two arms is essential to the forward progress of the craft. Some are still learning that swimming is easy for those who understand and use their own buoyancy in the water. Whether the problem be one of that fine point between a slice and a hook, a lonely port tack start in a sailing race, the choice of a nail over a screw in building, the ultimate measure is result in reality.

In this manner dreams meet a test — inexorable and clear — innate in the play of children is this test of dreams against reality. Here they may accept the discipline, conform to the rules and succeed; or fail when they deny the existence of the facts with which they work.

If children are urged to experiment, if we foster their trial flights of imagination and encourage them to test their hopes in reality, we may teach them to accept a proper limitation. And we may do this without the danger of their accepting an attitude towards conformity which restricts imagination and initiative. They may learn to live with the world without becoming slaves to its common denominator in the realm of thought.

NATHANIEL S. FRENCH

ELIOT HALL

Country Day has had a tooth removed. It was a good tooth, serving faithfully and well for 46 years, but it had reached the point where its cavities had cavities (as all good teeth will in time) so it had to go. Its loss has left a hole, but we have gained a new concept of space, and slightly to the south a new one is rapidly growing in — a much better one. About all we can do about it now is let our memories roll over the newly acquired gap in our anatomy.

The razing, earlier this summer, of the old Middle School — Eliot Hall — took a week to the day. The raising of it in 1910 took, we are sure, somewhat longer than the year it has taken to erect the new Middle School — Perry Dunlap Smith Hall.

A crew of three irreverent wreckers salvaged a fair amount of lumber, fixtures, and window glass; destroyed the remainder of the building with sledge hammers and fire. The final step in the destruction of the well-used structure was that of bulldozing the cement basement walls and front steps to a depth of "not less than 18 inches below ground level."

Historically, the old building was of some local interest. Village Hall records contain no information concerning buildings at 310 Green Bay Road prior to 1922, but insurance files and local inhabitants reveal bits of information that, pieced together, settle the building date at 1910, in the ninth year of the Girton School for Girls, which, with the Eliot School for Boys, grew somehow out of Kenilworth's Rugby School.

Built to house the elementary grades of the Girton School, Eliot Hall shared this property (formerly the John Garland estate) with five other buildings during the early 1900's: Knollslea Hall, the old Garland mansion, held drawing rooms, classrooms, and dining facilities during its Girton career; Leicester Hall, which was then located on the site of today's baseball diamond, was then, as now, the school dormitory; West Hall was once a coach house, later held classrooms, and was removed to make room for Walling Hall; the girls' gymnasium served as both gym and auditorium (witness the stages at either end), and the Headmaster's house had as a back yard rows of corn, potatoes, and tomato plants.

When the Girton School closed its doors in 1919 upon the retirement of Headmaster Cooke, and a group of Winnetka parents invited Perry Dunlap Smith to head Country Day, Eliot Hall became the high school of the newly conceived institution. It remained so for the three years it took to raise Dunlap Hall, the present high school.

A local architect has estimated that it cost about $15-25,000 to build Eliot Hall at the 30¢ per cubic foot rate which prevailed in the early part of this century.

Today's $1.25 a cubic foot would make the erection of the same building cost about $75-85,000. A glance at the new Middle School indicates that we are getting our money's worth.

SUMMER CAMP

Contrary to the popular picture of the little red schoolhouse in midsummer, boarded up to play host to cobwebs and mustiness while bumble bees create a hum among the hollyhocks, Country Day remains amazingly active throughout the vacation months.

Playing host to the more than 300 children who attend the North Shore Day Camp and the McKinney Play Club, children ranging in size from four old mites to eleven year old sophisticates, the campus buzzes like a seaside resort from morning to evening. Making full use of the gyms, playing fields, and the lower school building, the youngsters also enjoy four swimming pools ranging in size from a three foot deep tank to two small wading pools.

Teaching continues throughout the summer as Madame Valvo, Mr. Taylor, Mr. Allison, Mr. Ostrom, and Mr. Pynchon tutor a steady stream of eager souls in subjects varying from freshman algebra to counterpoint.

Workmen arrive daily to carry on a myriad of tasks in all the buildings. The auditorium is receiving some new plaster; its waterspouts and drain pipes have been purged; painters have given new life to its trim, and some electrical work is slated for the stage lighting. Late summer or early fall will see a fireproof storage room constructed beneath the stage, a project worked out with the Winnetka Fire Department in the interest of maximum safety.

New paint has refreshed the dining facilities of Leicester Hall, the science laboratories of the high school, the halls of the boys' gymnasium, and the dormers of the high school library. Knollslea Hall is due to receive its share of paint.

Leicester Hall will see the installation of a new, automatic fire alarm system early in August. Plasterers have completed work in the hallways of Walling Hall. Mr. Reidy's maintenance crew has stripped several layers of sealer varnish from the floors of the high school and are about to commence resurfacing. Several generations of high school social relationships have been sanded from the table tops in the freshman boys' room. Layers of fresh topsoil cover the site of the old middle school, and workmen are busily completing the interior of the new middle school. All in all, the place is most alive.

ENROLLMENT

The enrollment picture for the school year of 1956-57 presents a situation which suggests that some explanation would be helpful.

The fourteen classes which make up the whole school body are broken down into twenty eight enrollment units in order to secure a balance of boys and girls. Of the twenty eight units, twenty one have been filled and many of these have waiting lists. There are a few openings in the Junior and Senior Kindergartens, in the First and Second Grades, as well as a few in the Sixth and Eighth Grades.

You have received a postcard from the Introduction Committee listing these openings and requesting your cooperation in sending in names of possible candidates. The enrollment process is going on throughout the summer and the picture changes from day to day. As you know, admission depends, not on the date of application, but on the suitability of the school to the child and the child to the school. A place on the waiting list carries no commitment. There are applications for one and more years from now on file. Therefore, if you know of interested parents, you will want to let them know that it is not too soon to start the ball rolling.

BARBARA D. BURNELL

NEW FACULTY

Six new faculty members will join the Country Day staff in September; another will rejoin the school after a year's absence.

Mr. Michael A. Post will fill the position vacated by Mr. Thomas, who will assume his place as principal of Francis Parker School in September. Mr. Post, who will be head of the English department and Dean of Boys, comes to the Chicago area from Washington, Connecticut, where he served as head of the English department of The Gunnery. A graduate of Harvard College and the Bread Loaf School of English, Mr. Post also has studied abroad. The Posts have three young children.

Miss Sherry Scott will teach first year history and will collaborate with Mr. French in teaching U.S. history. She graduated from Wellesley College with her concentration in the field of history. A native of Logansport, Indiana, Miss Scott has had extensive experience with the Logansport recreation department, directing summer recreational programs for the children of that city.

Mr. William Egli, who will teach Latin, will arrive late this summer from Switerzerland, where he has been studying and teaching at the University of Zurich. He received his Ph.D. from that institution early this summer. Among his teaching experiences are a year at the Countey School for Boys in Harrow, England; a year at Zurich State College; and a year of part-time teaching at the Gewerbeschule der Stadt, also in Zurich.

Mrs. Johannah Gould was born and educated in England. A graduate of the famous Ryecroft School, she will teach girls' physical education at Country Day. Her teaching in this country took place last year at the Low-Heywood School in Stamford, Connecticut.

A native of Australia, Mrs. Ruth Jellinek taught at Roycemore last year. This year she will direct the activities of the senior kindergarten. Interrupting her college career at the University of London during the war, she accepted a commission with the Ministry of War to assist in a program of training architects for wartime activities. She received her early education in Australian schools.

Miss Judith Webber, who will assist in the junior kindergarten, graduated in June from the Garland School in Boston, Massachusetts. A native of Wellesley Hills, Massachusetts, Miss Webber is presently touring Europe.

Miss Phoebe Ann Swazey, who has taught at Country Day for a number of years, will return this year to resume her duties with the children of the second grade. A graduate of Vassar, Miss Swazey also holds a master's degree from Northwestern University.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XVIV October, 1956 Number 3

BACK TO SCHOOL

In the last few days before the opening bell of school rings, the staff is busy painting one more wall, washing another set of windows, applying the final coat of floor wax. The faculty is at work going over schedules, checking their classrooms and materials, and meeting to discuss ways and means for a sound start on a good program of education. And then one day preparations cease and the grounds throng with happy faces.

This bloom of the opening school days is largely an aura, an anticipation of fun and friendships; school has been a joy — it will be again. It is the right thing to do and all of the children expect to do it well. Within this image of happiness is the picture of one's self moving through life from one milestone to the next. There will be puzzles to be solved as there were before; there will be progress from common fractions to decimals, from penciled stories to compositions written in ink. Essentially this is the tremendously important vision of one's self meeting the present while moving towards a bigger future.

What a child does is deeply and basically affected by what he conceives himself to be as a contender in the ring. If one had to chose a single facet of his being as the most pertinent factor in his approach to new studies, this element of self appraisal would come high in the selection process — perhaps at the top of the list — surely high enough to make careful examination of its nature a worthwhile exercise.

Therefore, what a child says of his own educational experience is a proper point of focus. The reaction to his schooling may not be wise but can still be important to the thinking of parents and teachers. We may joke about the child who went home from his first day in the first grade and reported that school was a "bust" because he had not yet learned to read, but we know his day was spoiled by his standard of judgment. We have all heard children scoff at the triviality of what they learned two years ago as an inconsequential matter of "busy work." To them this now seems to have been motion without meaning and without value in the movement from childhood towards that nebulous state they think of as "grown-up freedom."

In the eyes of a child an adult is one who may go off in the morning or be left behind at school time; one who may come home at night to read and to watch television, to sit and gossip, to enjoy the hidden treasures of a free evening while the youth of the world must struggle with books and papers and accept the dictum of bed hour. Almost inevitably a child sees himself as a shadow of the adults with whom he is most closely associated and for whom he has both affection and respect They are what he strives to be. Their lives he cannot define clearly and so he searches for the symbols which summarize, generalize, what he observes.

All this would be off the point were it not for the fact that children see themselves in the image of pictures they concoct of those whom they respect. What they see of us, believe to be true of us, is a major guide for them. And for this reason it is crucial that we take care to measure carefully what we ask of them, what we prize and what we neglect.

Do our children know that we prize more highly the reality than we do the symbol of that reality? Do they know that we care more for their growing knowledge, understanding, than we do for the "grades" which symbolize the quality of work they have done? Do they know that we respect their desire to learn more than we honor their latest bit of information? Do they know that we judge their curiosity to be of infinite value? Do they know that we care most that each shall see himself as capable of continued growth? Do they know that we bow before that child who loves learning? Do they know that their heroes and ours never stopped growing?

One cannot look into the bright young faces which appear on the first day of school without a sense of awe, with a strong hope that we can foster in each child a power of self appraisal which will become a part of continuing growth. This is our thirty-ninth year as a school so the feeling is not new, but it is, nonetheless, strong.

NATHANIEL S. FRENCH

PARENTS ASSOCIATION

As President of the Parents Association I wish to welcome the parents of the new students who have been enrolled in the North Shore Country Day School. To the returning parents I take this opportunity to compliment them on their accomplishments of the past year in continuing to maintain the strong Parents Association which is an integral part of the school.

As has often been said in describing this school, it stands as a tripod, each leg as important as the other. They consist of the faculty, the students and the parents, so it is vital that we maintain the strength of the Parents Association if we intend to continue building a strong and healthy school. Again this year our enrollment has increased which in part was due to the work of the parents and, of course, is a sign of a strong school. The jobs of the parents are many and varied as you can see from the committees listed in this issue. These committees require your support and it would be appreciated if the parents of the new students would join with those returning and volunteer for the jobs open in the committees.

At various times during the year the Association holds general meetings which we cannot urge you too strongly to attend. They will be interesting as they will deal with your children, and attending the meetings will provide an excellent opportunity to become closer associated with the school and what it stands for.

G. WALKER MORGAN

LECTURE SERIES — 1956-1957

Season tickets for the 1956-1957 Educational Lecture Series are in the mail, announces the Series Committee of the Parents Association. In addition to the six programs listed on the tickets, patrons will be entitled to attend an extra program, HOLIDAY IN LILLIPUT with Robert A. Peterson, a rollicking account of Mr. Peterson's life in the world's four tiniest countries: Liechtenstein, Monaco, Andorra

and San Marino. Illustrated with kodachrome slides, the lecture promises a delightful insight into these lovely principalities of nine man armies, taxfree living, and old world color. The program will be given at 9:50 A.M. in the school auditorium on Wednesday, March 6.

Highlighting this year's series will be the two performances by the ORIGINAL DON COSSACK CHORUS AND DANCERS conducted by Serge Jaroff. The world renowned Russian chorus will appear for the children and a limited number of adults in a morning performance at 9:50 A.M. and will again appear in the season's only evening program at 8:15 P.M. Both programs will take place on Thursday, May 16.

On Monday, February 18, BUD HELMERICKS, noted Alaskan explorer and naturalist will show his latest film, ARCTIC PANORAMA, and will answer questions about life in the north.

The University of Wisconsin again sends us two outstanding programs: The EVANS WEBB MARIONETTE THEATRE's version of the timeless favorite, RUMPLESTILTSKIN, and Professor Glenn L. Morris will stage a set of electronics demonstrations in a lecture entitled ON THE BEAM. Scheduled for Monday, October 22, and Monday, February 11, respectively, the two programs will follow the tradition of high quality staging established long ago by the Wisconsin university.

Two return engagements by local notables are also of proven quality. Reverend William J. Faulkner last appeared at Country Day in 1955, winning the hearts of everyone who heard his "Uncle Remus" type Negro folk tales. Reverend Faulkner will be at school on Monday, January 7. Professor THOMAS FOLDES, chairman of the art department at Northwestern University, will take time off from classes to come to us on Tuesday morning, November 13, to discuss the conflicts in taste between our love of the past and our desire for new, modern forms, especially as seen in the design of automobiles, houses, and furniture.

Diversified enough to suit every taste; the peak in quality platform performances; of maximum educational and cultural value to children and adults, this year's Educational Lecture Series stands as a symbol of the philosophy underlying the Parents Association's program: to bring before the children of the school, their parents, and the community outstanding personalities, ideas, ideals, and experiences in a program designed for cultural, not financial profit.

A REMINDER TO ALL PARENTS

This year's Treasure Chest Sale, to be held on November 17, will get off to a start on a grand scale with a TREASURE CHEST KICKOFF PARTY to be held at the home of Mr. and Mrs. Kenneth I. Russ at 1110 Chestnut Street in Wilmette on Friday, October 12, from 5:30 on...

T.C. KICKOFF PARTY FRIDAY, OCTOBER 12 T.C. KICKOFF PARTY

A MESSAGE TO ALL PARENTS

A resolution was passed by unanimous vote in the Town Meeting on September 27 which stated that the student body would like to express their gratitude to the parents for financing the dance series during the year 1955-56.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1956-1957

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel Stowers French
Dean of the Faculty and Head of Lower and Middle Schools ..... David M. Jackson
Dean of the Boys ..... Michael A. Post
Dean of the Girls ..... Virginia S. Deane
Registrar ..... Jean K. Talley
Secretary ..... Joann T. Jorgensen
Manager of Day Camp ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Director of Public Relations ..... Joseph H. Pynchon
Business Manager ..... Elsie V. Harridge
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Admissions Secretary ..... Elizabeth C. Felix
Business Department Secretary ..... Jennie L. Walgren
Director of Transportation ..... Kay Brunner
Assistant Bookkeeper ..... June H. Painter

Lower School

Executive Secretary and Admissions Secretary ..... Jessie C. Griswold
Fifth Grade and Chairman of the Faculty ..... Kathleen Collingbourne
Fourth Grade ..... Zoe Lund
Third Grade ..... Kenneth Allen
Second Grade ..... Phoebe Swazey
First Grade ..... Katherine T. Williams
Kindergarten Teacher ..... Ruth A. Jellinek
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Hope Latta
Kindergarten Assistant ..... Judith A. Webber
Lower School Science ..... Joseph A. Licata

Middle School

Instructor ..... Virginia Ingram
Instructor ..... George F. Eldredge
Instructor, Chairman of the Faculty ..... William Steel
Instructor ..... Sarah G. Bolster
Instructor ..... Joseph Licata

Upper School

English ..... Michael A. Post, head of dep't.
Joan H. Gately, Roger C. Hill, Joseph Pynchon
Social Studies and History ..... Virginia S. Deane, head of dep't.
Nathaniel S. French, Sherry Scott
Mathematics ..... Lewis A. Taylor, head of dep't.
Elsie V. Harridge, William W. Talley, Patricia J. Shemorry
Modern Language ..... Karla Landau, head of dep't.
Simone Valvo
Latin ..... William Egli
Science ..... William M. Talley, head of dep't.
Patricia J. Shemorry, Martin J. McCarty
Health Education ..... Perry Dunlap Smith

Inter-School

Art ..... Richard Brauer
Mary Harris, Ellen Jacobs
Dramatics ..... Roger C. Hill
Industrial Art ..... Vincent C. Reidy
Librarian ..... Stephanie F. Wishart
Music ..... Vincent B. Allison, Jr.
Theo. D. Dose, Dorothy Paige
Physical Education ..... Martin J. McCarty, Director
Johanna S. Gould
Remedial Reading and Testing ..... Gerald E. Ostrum
Evelyn Kratz
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

9th Grade Girls ..... Miss Shemorry	11th Grade Girls ..... Mme. Valvo
9th Grade Boys ..... Mr. Pynchon	11th Grade Boys ..... Mr. Egli
10th Grade Girls ..... Miss Scott	12th Grade Girls ..... Miss Deane
10th Grade Boys ..... Mr. McCarty	12th Grade Boys ..... Mr. Post

6th Grade ..... Miss Ingram
7th Grade ..... Miss Bolster
8th Grade Girls ..... Mr. Steel
8th Grade Boys ..... Mr. Eldredge

ASSIGNMENTS

Parents of absent children are requested to telephone the School Office each day BEFORE 10:00 a.m. to ask for assignments, and to call for them at the Office AFTER 4:30 p.m. The Office is open from 8:00 a.m. to 5:30 p.m.

ABSENCES FOR REASONS OTHER THAN ILLNESS

The school authorities earnestly request that no child be taken out of school for trips prior to scheduled vacation periods, or delayed beyond them in being returned to classes except in most unusual circumstances, when special permission must be obtained from Mr. French.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

MEDICAL FORMS were due at the school office before September 16th. If your child's is not yet in, please attend to the matter immediately.

UPPER SCHOOL POLICY ON ATTENDANCE, ABSENCE AND FIELD TRIPS

ATTENDANCE: Students who are late to school are expected to report to the Office for a slip admitting them to class or study hall. Permission to leave the campus during the school day must be obtained from Mr. Thomas (boys) or Dr. Landau (girls). In no case is a student, while at school, given permission to drive a car other than his own or his family's.

ABSENCE: Students absent from school for reasons other than illness are expected, in advance of departure, to confer with Mr. French and to complete assignments to make up the work they will miss. Work not completed prior to departure may have to be made up with a tutor, and the student will not be re-admitted to classes until such work is complete. Students who return to school late after vacations must also confer with Mr. French upon their return and will not be re-admitted to classes until their work is completed, with the assistance of tutoring where necessary.

If a student is ill for more than one day, further assignments should be requested from the School Office. Students ill for more that two days, report upon their return, to the School physician. When absence from class, study hall, or athletics cannot be avoided in the case of a doctor's appointment, the student must bring written notification from his parents and is responsible for work in the classes he misses.

FIELD TRIP TRANSPORTATION: A student is permitted to drive a car on field trips or athletic trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL 1956-57

Boyd N. Everett, President
Charles H. Newman, Vice-President
Peter A. Dammann, Secretary
E. J. Burnell, Acting Treasurer
Nathaniel S. French, Headmaster

Thomas H. Coulter
William W. Darrow
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Lawrence Howe, Jr.
Franklin J. Lunding
Harold J. Nutting
Gilbert H. Osgood
Charles M. Price
Myron F. Ratcliffe

THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL 1956-57

President, Mr. G. W. Morgan, 631 Glendale Drive.....Glenview 4-0486
First Vice-President, Mr. W. Newton Burdick, Jr., 660 Elder Lane..Winnetka 6-5660
Second Vice-President, Mr. John F. Milliken, 952 Fisher Lane.....Winnetka 6-0329
Secretary, Mrs. Emil D. Hauser, 640 Hill Road.....Winnetka 6-1328
Treasurer, Mrs. Paul Kimball, 745 Glendale Drive.....Glenview 4-1697

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, Standing Committee chairmen, and the following six members-at-large.

Paul Kimball, 745 Glendale Drive, Glenview
Paul Guenzel, 328 Linden Street, Winnetka
Daniel Woodhead, Jr., 760 Prospect, Winnetka
Charles H. Newman, Old Farm Road, Northfield
Christopher Wilson, 165 Fuller Lane, Winnetka
William H. Lang, 1 Longmeadow Road, Winnetka

STANDING COMMITTEE CHAIRMEN

Art Library, Mr. Felix Palm, 2241 West Greenleaf Avenue.....Ambassador 2-3091
Athletic, Mr. Robert Schnering, 241 Melrose Avenue .....Kenilworth 6192
Costume, Mrs. Kenneth I. Russ, 1108 Chestnut Street.....Wilmette 2801
Educational Lecture Series, Mrs. Ralph A. Trieschmann, 126 Central Avenue
Highland Park .....Idlewood 2-5195
Faculty Teas, Mrs. Stanley Ekman, 1857 West Ridgewood Lane.....Glenview 4-3269
House, Mrs. Milton Carstens, 1145 N. Green Bay Road.....Lake Forest 566
Library, High School, Mrs. Robert Dick, 640 Blackthorn Road.....Winnetka 6-3079
Middle School, Mrs. C. B. McKinney, 886 Pine Street .....Winnetka 6-2712
Lower School, Mrs. Theodore Donaldson, 1010 Mt. Pleasant Rd...Winnetka 6-2212
Winnetka 6-2212
Lunch, Mrs. Stanley M. Humphrey, 2518 Orrington Avenue.....Greenleaf 5-3468
"Notes", Mrs. G. W. Morgan, 631 Glendale Drive.....Glenview 4-0486
Office, Mrs. Norris Flanagan, 1043 Elm Ridge Road.....Vernon 5-1549
Publicity, Mrs. Philip Moore, 100 Green Bay Road, Winnetka.....Vernon 5-0787
Refreshments, Mrs. Myron F. Ratcliffe, 309 Central Avenue, Highland Park
Idlewood 2-7026
Safety Council, Mrs. Robert B. Mayer, 915 Sheridan Road.....Winnetka 6-1914
Steering, Mrs. J. Robert Cohler, 2160 Sheridan Road.....Idlewood 2-4249
Treasure Chest, Sale Chairman, Mrs. Henry A. Gardner, 573 Grove Street
Vernon 5-1930
Student Social Activities, Mrs. Robert B. Schnering, 241 Melrose Avenue
Kenilworth 6192
Girls Activities Committee, Mrs. Ellis Harris, 7 Hickory Lane, Northbrook
Crestwood 2-0579
Middle School Telephone, Mrs. James H. Eldredge, 1616 Hinman Street
University 4-6263
Introduction Committee, Mrs. Edward J. Burnell, Jr., 564 Maple Street
Winnetka 6-4395

STEERING ADVISORS

Chairman, Mrs. J. Robert Cohler, 2160 Sheridan Road.....Idlewood 2-4249
Lower School, Mrs. Paul Guenzel, 328 Linden Street.....Winnetka 6-1185
Middle School, Mrs. John Denson, 674 Garland Avenue.....Idlewood 2-2938
Upper School, Mrs. Maurice Walk, 1249 Sheridan Road.....Idlewood 2-1107

GRADE CHAIRMEN 1956-1957

Junior Kindergarten, Mrs. Lawrence D. Friedman, 1028 Chestnut Street
Wilmette 2203
Senior Kindergarten, Mrs. Charles W. Idol, 3118 Isabella Street.....Davis 8-7324
First Grade, Mrs. Stephen Hawxhurst, 189 Harbor Street.....Vernon 5-2250
Second Grade, Mrs. Joseph A. Licata, 656 Walnut Street.....Idlewood 2-9324
Third Grade, Mrs. Theodore Mouzakeatis, 7 Woodley Road.....Winnetka 6-4413
Fourth Grade, Mrs. William B. Morse, 2716 Blackhawk Road.....Wilmette 4092
Fifth Grade, Mrs. Theodore Jones, 4 Pomander Walk.....Vernon 5-0094
Sixth Grade, Mrs. Charles Newman, Old Farm Road, Northfield....Winnetka 6-3686
Seventh Grade, Mrs. Robert K. Strong, 1092 Crescent Lane, Winnetka..Vernon 5-2861
Eighth Grade, Mrs. Howard H. Kern, 2238 Greenleaf Avenue....Ambassador 2-8775
Ninth Grade, Mrs. Robert H. Schnering, 241 Melrose Avenue.....Kenilworth 6192
Tenth Grade, Mrs. Laurin Hall Healy, 874 Hill Road.....Winnetka 6-4517
Eleventh Grade, Mrs. Paul Kimball, 745 Glendale Drive.....Glenview 4-1697
Co-Chairman, Mrs. Edward J. Burnell, Jr., 564 Maple Street...Winnetka 6-4395
Twelfth Grade, Mrs. John Nash Ott, 85 Hibbard Road.....Winnetka 6-1391
Mr. William D. Deakins, 988 Hill Road.....Winnetka 6-6349

OCTOBER CALENDAR

October 1 — 8th Grade meeting — Smith Hall Library.....8:00 P.M.

October 2 — 1st Grade meeting — Walling Hall.....8:00 P.M.

October 6 — Luther South — here.....2:00 P.M.
Senior - Freshmen dance — Lunch room.....8:30 to 11:30 P.M.

October 12 — TREASURE CHEST KICKOFF

October 13 — North Park Academy — here.....10:00 A.M.

October 15 — Junior and Senior Kindergartens and 1st Grade tea — Walling Hall.....3:30 P.M.
6th Grade meeting, at the home of Mr. and Mrs. Charles H. Newman, Old Farm Road, Northfield.

October 16 — 3rd Grade meeting, Walling Hall.....8:00 P.M.

October 20 — Middle School Square Dance — Girls gym.....7:30 - 9:30 P.M.
Frances Parker — here.....10:00 A.M.

October 22 — Educational Lecture Series — "Rumplestiltskin," presented by the Evans Webb Marionette Theatre.....9:50 A.M.

October 23 — 9th Grade meeting at the home of Mr. and Mrs. Robert Schnering, 241 Melrose Avenue, Kenilworth.

October 25 — Music Center concert.....10:20 A.M.

October 27 — Luther North — there.....2:00 P.M.

October 29 — 9th and 10th Grade tea, Walling Hall.....3:30 P.M.

October 29 - 30 - 31 — First term exams.

Annual Report

of the Headmaster

Special Issue of

NOTES

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XVIV November, 1956 Number 4

Annual Report

The Board of Directors has asked for annual reports of the school, starting with this first story of the year 1955-56. Such a picture will necessarily be incomplete in detail, but it is my hope that it will illustrate the principles and the practices which make us distinct from other schools.

This, our thirty-seventh year, was a proud one and seemed to grow out of the successes in our history. The school was 38 students larger than it had been the year before, having enrolled 192 boys and 174 girls for a total enrollment of 366.

Teachers and Teaching

Reading continues to be crucial to school progress and its teaching a major concern to the faculty. We are prepared to offer remedial work wherever a student drops behind and needs this special help, but we're far more interested in the development of a program which will eliminate the need for remedial work and allow us more time to assist the average and good readers. Toward this end, we instituted in the fall of '55 a program in the Lower School for those children most likely to have reading difficulty so that we may teach them in such a way as to make good readers of them by the time they have finished the first four grades. Under the leadership of Miss Anna Gillingham, Mrs. Evelyn Kratz tests the senior kindergarten children to determine which of them may be expected to have difficulty if taught by the usual method. She then takes them in the first grade and for each of the three following years in a special approach to reading fitted to their needs. About 20% of all children fall into Mrs. Kratz's special class. At the end of

the first year of the program we find children making good progress toward independent reading and more acurate spelling.

Mr. Gerald Ostrom works with children in the Middle and Upper Schools to assist them to become more accurate and faster readers. In the sixth and seventh grades they are being taught to look for meaning, to adjust speed of reading to content of text, to analyze words; and they are reviewing the significant spelling rules. In the High School Mr. Ostrom prepares with individual students, in 20 lesson units, programs adapted to their particular needs. For this, the reading exercises are as varied as are the needs of the students and depend upon a careful choice of materials as well as periodic testing, and use of equipment such as the reading accelerator. During this last year we have made good progress in this area, and I am confident that we have a sound foundation on which to build improved programs in the future.

* * *

For some time we have noticed that students entering our Upper School had less interest in science than we should have liked to see, whether they came from our own school or transferred to us from elsewhere. It has been our hope that we might refine and direct the natural curiosity of a child into scientific areas while providing him with an appreciation of the scientific method. During this past year Mr. Joseph Licata has initiated a program of science teaching in our Lower and Middle Schools which leads the children to raise questions and then allows them to discover, through observation, the answers to these questions. For the most part, we've put aside the textbook and the laboratory manual and work with observation of demonstrable phenomena, the statement of a hypothesis, and then with fur-

ther experimentation to check and refine the initial explanation. This sort of science teaching requires a good deal more from the teacher than a textbook - workbook approach, and already we can see a growing interest and a deepening respect for careful observation and ideas derived from facts.

* * *

While we have been pleased with the College Board scores of graduating students in French, in Latin, and in German, we've had for some time a desire to provide a good opportunity for the linguistic-minded student to become bi-lingual. Last year our third graders had their second year of German with Karla Landau. Some of these children, as do some high school students, turn away from the language, but it seems at the end of the second year likely that a fair percentage of them will achieve an easy, fluent, conversational ability before entering High School and there be ready for advanced work in reading and in writing of the language.

* * *

Not so many years ago the colleges were saying to the schools, "Teach them to read, to spell, the fundamental skills, but leave the advanced work to us." More recently it has been suspected that many a high school senior has advanced beyond the work he will be given as a college freshman.

This raises the question, specifically and in general, of the transition of the better educated student to college, and in this last year the College Entrance Examination Board has responded to requests from the schools and colleges for Advanced Placement examinations. As things now stand, a Country Day graduate may be prepared for an examination which would

grant him sophomore standing in any one of the languages, in history, or in English. The math department is now working with a group of students coming through the school with the expectation that they may complete, before they leave us, the usual high school mathematics and a study of analytical geometry. Such a program is a great challenge to us, and I expect we'll see in the coming years an increasing number of our students making a smooth and easy transition to college without the aggravating necessity of repeating work already done.

* * *

There is no final measure of teachers nor of teaching, for the development of curiosity, of intellectual integrity, of character, and even of knowledge defies precise and accurate examination. However, I am happy to report that the College Board Examinations given to our graduating seniors last year indicates that they know more than a measurement of their aptitudes would lead one to expect of them. As they left us in June, we could feel confident that they took with them the best of the school's traditions as they went to Williams, Carleton, Harvard, Northwestern, Yale, Cornell, Knox, Stanford, Colorado, Wheaton, Briarcliff, Skidmore, Smith, Wellesley, and others.

* * *

This report is not the place for a detailed statement on the faculty, but I think you should know that we continue to attract the stronger and more vital members of the profession. Some of these we lose from time to time to marriage, and we can be most proud of the stream of teachers who have left us for jobs of greater responsibility. We have no complete statistics as to how many who have been with us are now heads of departments or heads of schools elsewhere, but we do know that

seventeen have left us to become Headmasters and Headmistresses, and we take particular pride in the recent election of Cleveland A. Thomas as Principal of Francis W. Parker School.

Responsible Men and Women

We have achieved some distinction as an institution devoted to the growth and development of youngsters with unusual breadth and deep-seated awareness of their responsibilities to society. Some of the strongest traditions of the school have grown directly out of parental and faculty efforts to build a community in which children play an active part, a community which wants and needs each of its members.

The value of the daily Morning Exercise is not only to the individuals presenting the program but also to the school morale. When the eighth grade girls worked with the second grade to put on a Hallowe'en play complete with witches and elves; when a high school student read a folk tale to be acted out by other students and faculty members; when we sang together; even when we listen to the daily announcements of successes and failures of various ventures within the school, each child was growing from the experience of work and play with others. Faculty and students sitting together to plan these daily assemblies contribute to the whole while learning as individuals.

The records of our athletic ventures for the year are most imposing on the varsity level where we won the football championship and the basketball tournament. But I believe it is more significant that every boy and girl in school had a chance to play on a team, had a chance to measure himself or herself in competition, and had a chance to see again and

again the power that comes to a group through disciplined, organized, common effort. There are many of us who will never forget the captain of one of the younger teams who reported at the football banquet, "Although we didn't win any games, we learned a great deal, particularly that last game which was so cold and so hard 'cause we had to play in the snowstorm."

We were fortunate to have an unusually large group of singers and enjoyed them throughout the year in the A Cappella Choir, in the Ensemble, in a new and most exciting Madrigal Group. These Upper School students set the pace for the whole school and their influence was noticeable in the Country Day Chorale, a group of fourth, fifth, sixth, and seventh graders.

This interest and musical ability led us to the choice of two operas — a double bill of "H.M.S. Pinafore" and "Trial by Jury." A student-faculty committee of 19 coordinated the efforts of the whole Upper School and in the week of March 8 to 10 a matinee and two evening performances played to delighted audiences.

Parents Association

The Parents Association continued through the year a strong arm of the school with active committees providing us with help we could not otherwise have had. The costume collection has grown; the switchboard has been ably handled; lunches have been well served; and in many other ways the process of school life is better for parental assistance. The Educational Lecture Series provided us with a series of programs and, particularly, with another chance to spend an evening with Carl Sandburg. A new committee, the Introduction Committee, has done much to build the school in

numbers and quality and to acquaint a wide range of people with our purposes and our program. A monthly publication of "Notes" went to parents and to the alumni. The Treasure Chest organized the work of a good many people through a good many days to a very exciting sale in November, proceeds of which made a very needed and welcome gift to the school. Through these and fourteen other committees the parents again made significant contributions to the life of the school.

The Alumni Association

The Alumni Association has, during this last year, shown evidence of a growing awareness of its potential strength and of its value to the school. They have put in long hours to work out the first Alumni Registry, and while this was not completed within the year, being more than a year's project, it will be published sometime during the academic year 1956-57. The Alumni Board has undertaken to establish an Alumni Fund which will undoubtedly be a matter of major importance in coming years.

Material Matters

During the year we watched the erection of Perry Dunlap Smith Hall, a new home for the Middle School. This building, designed by Dennison B. Hull, is a direct and honest statement of space designed for a particular purpose and, while modern in its concept, possesses an unusual degree of grace. It is solidly built and promises many long years of service to the school.

This building stands as a monument to Perry Dunlap Smith and as evidence of the generosity of parents and friends of the school. Altogether, they gave and pledged to the school during the last fiscal year $91,576 for the new Middle School building and for the Scholarship and Education Fund.

Along with our progress in the significant educational activities within our school, we have accomplished a substantial reduction in our operating deficit. After several years of large deficits we came within $551 of a balanced budget in 1955-56. Assuming continued tax deductible contributions for scholarships and educational purposes, we should balance our operating budget this year. Just as in all fine independent schools, tuition alone cannot carry our requirements for scholarships and adequate faculty salaries.

The depletion of working capital reserves and the demand for improvements such as our new Middle School forced your Directors to arrange for bank loans secured by a $100,000 mortgage on the school property. This debt must be retired by voluntary tax deductible gifts, and funds for this purpose must be in addition to yearly needs for scholarship and educational purposes. As time moves on, we all have confidence that the voluntary support of parents, alumni, and friends will bring to us the means for the many needed improvements and repairs required to provide the facilities for a broad educational program.

Ours is a school dedicated to the full development of its students. It is our hope that each of our children may find in the special training and preparation they receive at North Shore Country Day School the background for a full and responsible life.

NATHANIEL STOWERS FRENCH
Headmaster

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIX December, 1956 Number 4

"NOT TO EAT, NOT FOR LOVE"

Ralph Waldo Emerson, long years ago, was in the habit of leaving the Harvard Yard and walking out Mt. Auburn Street to the cemetery where, on a spring afternoon, he might look across the Charles River and its surrounding meadows. On one such trip he was lying on his stomach on a little knoll and saw below him several tiny snakes. He later recorded in his journal the observation that they seemed to move "not to eat, not for love, just gliding." I am not quite sure that I have ever understood that remark but its has stuck in my mind. Surely it is an accurate picture of the animal kingdom, but it may well be descriptive of Emerson's mind as he was moving away from Calvinism toward his transcendental views. There is a kind of intellectual meandering — an unorganized mental wandering from one thought to another — through which one often comes to a readiness to choose one thought as more important than another.

State legislatures across the country have felt it wise to require by law that all students should study United States history, and in our own state students may not graduate from grammar school or from high school without passing a test on the Constitution of the state as well as the Constitution of the federal government. Since the state does not set the examination, the law is utterly without meaning; but worse than that is the possibility that state government suspects that they can legislate thought.

Certainly the American Constitution is one of the noblest concepts of a government the world has ever known and clearly the Supreme Court and the power of amendment have kept alive this concept of government so that it is, in 1956, as timely and as right as it was in 1789 when it was adopted. But I wonder if our legislators, in passing laws requiring that children study the Constitution, were not looking for the training which would produce a generation of young minds capable of preserving the best in our national tradition; and further, I wonder if they would not have served their purposes better to have urged a thoughtful savouring of the Declaration of Independence.

An orderly approach to this document suggests an outline with main topics and a series of subheadings under each of these. But a mind chewing over the words and phrases, a mind working "not to eat, not for love, just gliding" is caught by ideas so important and so exciting that one is led far from the outline.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights..." This is an assertion we accept, but it warrants a good deal of thought. Implied in the statement is a religious conviction of such stature that the authors could use the word "self-evident," a religious conviction that the meaning of life itself is God-given

and essentially spiritual. They knew only too well the differences to be found among their colleagues, but they found a common ground in the idea that all men derive their existence from a single source. If these were the thoughts of those men who were soon to be the leaders in the drafting of the Constitution, are they not the thoughts that we need to teach most carefully?

The final phrases of the Declaration — "we mutually pledge to each other our lives, our fortunes, and our sacred honor" — suggest again a kind of man so readily found among the 18th century leaders as, I believe, they are today. But then and now, this kind of man is far from commonplace and it takes a little thought from a child to find the quality which sets him apart. To pledge one's life and one's fortune is simple enough if one allows the possibility of revision of this pledge when circumstances differ. Is it not possible that the word "pledge" is meaningless to the student who has not pondered long the words "our sacred honor"?

It is very easy to point out to youngsters that Alexander Hamilton died of a wound inflicted by Aaron Burr in a duel arranged to satisfy a matter of honor, and if they also knew that Henry Clay accepted such a challenge and fired his pistol into the air to avoid hitting the opponent who was trying to kill him, they can see more of the power of the concept of honor in the life of a man who lived one hundred and some years ago. And if we tell them that the term honor carried the idea that one knows what is right and accepts the obligation to behave in corresponding manner, they could write good examinations but still fall short of full understanding. Beyond the drama of the duels fought by Hamilton and Clay, beyond an examination of the concept of honor, lies a simple fact — these men chose to fight. These were not affairs of hot-blooded anger. Somehow, perhaps when they were young, they chose as their own a belief in a moral code which drove them to behave as they did.

So I would read the Constitution and I would read the Declaration of Independence, and I might even use an outline in teaching the two documents, nor would I hesitate to set an examination which would require each student to organize in his mind and present on paper the ideas set forth in these documents. This could be a thorough and careful intellectual job but it could be essentially superficial. The job is not done until the mind has found the time to turn and balance — "not to eat, not for love" — the key thoughts of the Declaration. The job is not done until the student asks himself (and to some degrees answers the question), "What manner of man could say, 'We behold these truths to be self-evident' . . . 'we mutually pledge to each other our lives, our fortunes, and our sacred honor'?" I should hope that among the class would be some whose minds would speculate on the power and the joy which comes to men of honor.

NATHANIEL S. FRENCH

TREASURE CHEST BOARD

The Treasure Chest Board wishes to extend to all Treasure Chest workers and contributors its heartfelt thanks for a long, difficult job well done. The success of the Sale was obvious.

A concrete measure of the success of the sale — the financial report — will soon be in the mail for all parents.

THE TREASURE CHEST BOARD

CHRISTMAS MUSIC

With the Christmas season aproaching, the various singing organizations have begun to prepare for the many special events held during the week before the recess.

On Tuesday, December 18, the High School Chorus will sing a program including secular carols, a Bach chorale setting and the Hallelujah Chorus from "The Messiah", while the Middle and Lower Schools will sing before and in conection with the Christmas play on the following Friday afternoon. Busiest of the groups are the A Cappella and Ensemble who, in addition to providing music for the Tableaux on Thursday, will be heard in combined concert on the afternoon of December 22, at 2:00 P.M., after the Alumni Luncheon. This is the second year that such a program has been given, and it is hoped that Alumni, parents and friends will be able to attend.

THE CHRISTMAS HOLIDAYS

All students from the ninth grade through the senior class will have one day's assignment in each of their subjects to complete and bring back with them when they return in January. There will, of course, be some, including Middle School students, who will need to complete work which they missed during the fall term but for the most part the requirements of the school will be limited to work which can be completed in two or three hours. It will be helpful to the students if the parents are aware of this and help their children to plan their work before the last evening of the vacation.

NATHANIEL S. FRENCH

TOY SHOP — SATURDAY, DECEMBER 8TH — 1:00 TO 4:15 P.M.

What it is....What it means....What is needed

WHAT TOY SHOP IS: Toy Shop is a living tradition at N.S.C.D.S. It is as much a part of the Christmas season as the singing of "JINGLE BELLS" and cheery Christmas greetings. It is soul-satisfying and meaningful, in the best sense of those over-worked words. Toy Shop unites parents, children and faculty in a truly unselfish project. It expresses, through "doing together" the Christmas spirit of giving rather than getting. It breathes new life and belief into those familiar words: "It is more blessed to give than to receive." No wonder that parents who have praticipated before look forward to Toy Shop, and that new perents welcome their opportunity to help out.

Everyone participating, mothers, fathers, children and faculty work side by side repairing old toys and making new ones. Mrs. Thomas Ware and Mrs. Charles Schreiner are visiting nurseries to determine which would most benefit by the Toy Shop contributions. Later when the toys are delivered, Lower School Council members will visit these agencies.

Things to remember:

If you are going to paint: please bring 1" brushes and rags and a few wire coat hangers. Brushes should be marked and not such priceless ones that a loss would be serious!

If you are going to sew: please bring a marked pair of scissors, several colors of thread, and needles.

CHRISTMAS PLAY

The Christmas play this year will be another of the English Medieval guild cycles. This time the nativity portion of the Coventry series. Originally the two plays which are combined into the single presentation in our production, were presented by the Ploughmen and the Shearers on wagon stages at strategic locations about the village of Coventry. The entire cycle, as was true of all of the many such cycles throughout England, dealt with materials taken from the Bible — from Adam and Eve to the Resurrection. And the hardy players performed from dawn to dusk.

The ninth grade boys and girls annually present a Christmas play as the highlight of the school's Christmas week observance.

ROGER C. HILL

DECEMBER CALENDAR

December 1 — Middle School Square Dance — Girls Gym..7:30 to 9:30 P.M.
Basketball — Luther South — there .....7:00 P.M.

4 — Basketball — Racine Luther — here .....4:00 P.M.

7 — Basketball — Wheaton Academy — there .....7:00 P.M.

8 — Lower School Toy Shop

10 — 2nd, 3rd, 4th and 5th Grade Tea — Walling Hall ....3:30 P.M.

11 — Basketball — Elgin Academy — here .....4:00 P.M.

15 — Basketball — Chicago Latin — there .....2:00 P.M.

17 — Perry Dunlap Smith — Christmas Reading

18 — Christmas Tableaux

19 — Christmas Music

20 — Santa Claus Party — Boys Gym

21 — Christmas Play — Auditorium .....4:00 P.M.

December 22 - January 2 inclusive — Christmas Vacation

January 3 — Return to School

4 — Basketball — Racine Luther — there .....7:00 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIX | January, 1957 | Number 5

January, 1957

Upper School Parents:

In the week of January 28 the Upper School will be writing their mid-year examinations. During this period each student comes to school on a schedule which he has worked out with his homeroom adviser and may at times be at home preparing for his next examination. For the older students this is no new experience, but for some it allows a freedom which will be best used if parents and faculty work together to assist the children to use this time well.

Students will be required to come to school for each of their examinations, and for some review classes and special appointments, but will otherwise be free to use their time as seems wisest to them and their advisers. It has been our experience that those who maintain a well-balanced schedule of work, rest, and exercise do the best work on their examinations. Particularly we urge that the students not be permitted to use examination review as an excuse for cutting down on their normal amount of sleep.

On Friday, February 1, there will be no examinations, except in cases where a make-up test is required. All students will come to school at the regular opening hour for a special schedule but will be free after noon. There will be no luncheon served at school.

We believe that the examination period is more than just a time for measuring student progress; it is a most important step toward the mastery of the material of each course, and it is important training for doing exact work under pressure. We would be glad to discuss any part of it with you.

NATHANIEL S. FRENCH

OPPORTUNITIES IN SCHOOL ORGANIZATION

The faculty of the North Shore Country Day School, by the nature of the institution, is confronted with a number of opportunities which are unusual in American education. Most pupils in America attend schools which are of necessity concerned with providing educational opportunities for comparatively large groups

of boys and girls. In many American schools, because of their size and complexity, problems of maintaining adequate communication within the faculty and the matter of achieving common understanding of aims become acute. Another problem area is that of building suitable relationships between elementary and secondary education. Tremendous expenditure of time and resources is necessary if this job is to be done well, especially if the administrative organization of each level is separate and independent of the other.

A form of school organization like that of North Shore Country Day School does not, of course, eliminate such problems, but it does tend to reduce them to manageable proportions so that they may be viewed as challenges and opportunities which are within the power of the faculty to meet. Among the factors which contribute to these unusual opportunities at North Shore are:

1. the size of the total student group;
2. the age span of the student group from four to eighteen, and its organization into an elementary school, a junior high school, and a high school with a single administration;
3. the size of the faculty, its organization and the varied talents which are represented.

In this situation there are real opportunities to develop a program of learning experiences which take advantage of the proximity of older and younger children.

The presence on one campus and within a single school of lower school, middle school, and upper school pupils does not in itself guarantee any particularly useful experiences for the pupil. Each group could regard the other as a sort of nusiance or simply as competitors for the use of playing fields, gyms, shops, the lunchroom, or other common facilities. To provide contacts between older and younger children which are emotionally satisfying and instructive is a challenge with which the faculty is concerned. Continuous experimentation is necessary if such a challenge is to be met. In the following paragraphs this part of the school's program is discussed both in terms of what is currently being done and in terms of plans for future revision.

In general, an informal analysis made by members of the faculty during the 1955-56 school year indicated a need for two kinds of improvement in the provisions for social experiences of older and younger children. Both kinds of improvement were seen as important in order that students at various levels might know each other as individuals. First, more continuity of contact between groups and individuals must be provided, for seeeing each other once or twice during the school year gives little opportunity for friendships to develop. Second, more time for informal social contacts in which older and younger pupils can talk to each other as individuals was seen as desirable, in addition to the times at which the groups

practice together for dances or other programs or when they are together in more informal situations such as Morning Exercises.

The plans for improvement have been tried out to date in connection with the fall Work Day and the Santa Claus party. Further oportunities for experimentation and evaluation of the plans will be provided by such activities as the spring Work Day, May Day, and the Lower School closing exercises.

As a first step, a general faculty meeting was devoted to the discussion of problems and issues in this area. The Faculty Council appointed a committee representing all three levels of the school to re-study the assignments of grades to work with each other. The committee considered such factors as these in making the plans for grade combinations:

1. the values of a maximum age difference;
2. numbers of pupils in the various grades;
3. the general nature of each grade and estimates of its compatibility with various other groups.

The committee recommended that grade pairing as follows should be employed when possible in all interschool activities during 1956-57.

Junior Kindergarten and Seniors
Senior Kindergarten and Eighth grade
First grade and Seventh grade
Second and Third grades and Freshmen
Fourth and Fifth grades and Juniors
Sixth grade and Sophomores

Before the groups worked together on Work Day, they were brought together for planning and to begin to get acquainted with each other. The faculty committee responsible for planning the Work Day schedule proposed a schedule somewhat different from those of the immediate past in an effort to meet the varied objectives of Work Day. Among the purposes of a Work Day are the accomplishment of such useful work as cleaning and caring for the buildings and grounds, building attitudes of responsibility for the school property, and friendly social experiences. At times work groups have seemed to be much more social than work-oriented, so this year an attempt was made to separate the two functions somewhat. A work period was planned which was short enough to be within the capabilities of even the youngest group, and a series of parties were held following the work period in which the social objective was emphasized. The parties were held in the rooms of the younger groups so they might act as hosts and hostesses. In all, the Work Day was regarded as highly successful even though there were several disheartening postponements.

The Santa Claus party was a second major activity in which the various age groups worked together. The party is held to emphasize what the boys and girls of the school can do for others through such means as the Toy Shop and, this year, the Hungarian relief drive. As in the preparations for Work Day, more time than usual was devoted to practices which gave opportunities for association of the older and younger groups.

The potential values of these contacts are many. The older pupil may begin to see himself in a parental role, or he may develop increased self-understanding as he sees some of the stages of developments through which he himself has recently come. The younger pupil may catch glimpses of what his own future might be, and he may often see a sense of responsibility and helpfulness in those who are older. The association of older and younger pupils seems to stimulate the best in each group when the plan for their association is well conceived.

This association is one of the ways in which school experience can be highly enjoyable to students, and it is also a way in which the school can make the most of its position as a Country Day School. This position also facilitates studies of the school's formal program, such as the study now being made of the transition from fifth to sixth grade, and the study directed toward the identification of the most appropriate preparatory atcivities for the freshman year in high school. Continuous planning and experimentation, as well as the willingness to risk occasional failures, are required if the school is to continue to make the most of its unusual opportunities.

DAVID M. JACKSON
Dean of the Faculty

ATTENDANCE

The daily attendance bulletin tells a story. Those who arrive on time and are present at school escape notice of this particular periodical, but there are some who are frequently late or absent. Part of the story is a reflection of the day when the car would not respond to impatient ministrations, or the fuse which blew and stopped the electric alarm clock, or a night fraught with worry about a sick child, but another part of the tale is dolefully prosaic.

We seek your cooperation. School is the job of every student, and regular, prompt attendance is an element of the training which will lead to acceptance of mature responsibilities just as surely as casual arrival times and unnecessary absences will breed contempt for the demands of the working world.

NATHANIEL S. FRENCH

ADMISSIONS COMMITTEE REPORT

The Admissions Committee is currently considering applications for admission to the School for the academic year 1957-58. Because of the great number of applicants it will not be possible to accept all those who apply. In order to allow disappointed families time to make other arrangements for their children, we are changing our schedule for decision.

On January 15th, contracts for the coming academic year will be mailed to all school families. Before March 8th, we will review records of all applicants and on that date notify families of Committee decisions. Some applicants will be accepted, some will be put on a waiting list either because we lack space in the class for which they apply or because the Committee feels it wise to withhold decision until the end of the present school year, and still a third group will be rejected.

The School will accept further applications between March 8th and May 15th, and at that time will again either admit, place on the waiting list, or reject candidates.

Candidates for admissions will be judged by the Admissions Committee in terms of their liklihood of success in the School and their promise as individuals who will contribute to the life of other students within the School. The Committee will examine each candidate and accept the best qualified individuals, taking into account the definition of the School as a college preparatory institution, as a family institution, as a school having responsibilities to its community.

Information on which decisions will be made will be assembled by an interview with the family and the candidate, by obtaining school record from the previous institution, by standardized tests given elsewhere and by examinations given here at School.

Mrs. D. H. Felix
Admissions Secretary

JANUARY CALENDAR

January 3 — Return to School

4 — Basketball — Racine Lutheran — there.....7:00 P.M.

7 — Educational Series — Rev. William J. Faulkner — American Negro Folk Lore

8 — Basketball — North Park — here.....4:00 P.M.

11 — Basketball — Glenwood — here.....4:00 P.M.

12 — College Entrance Examination Boards for Seniors

14 — 6th, 7th, 8th Grade Tea — Walling Hall.....3:30 P.M.

15 — Basketball — Timothy Christian — here.....4:00 P.M.

18 — Basketball — Walther Luther — there.....7:00 P.M.

22 — Luther South — here.....4:00 P.M.

26 — Basketball — Timothy Christian — there.....7:00 P.M.

28, 29, 30, 31 — 2nd Term Examinations

FEBRUARY CALENDAR

February 1 — Basketball — Francis Parker — there.....3:00 P.M.

2 — Middle School Square Dance — Girls Gym.....7:30 - 9:30 P.M.
Student Council Dance — Upper School

4 — Beginning of 2nd Semester

5 — Basketball — Timothy Christian — here.....4:00 P.M.

8 — Basketball — North Park — there.....7:00 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIX February, 1957 Number 6

WHY A COUNTRY DAY SCHOOL?

In the stress and strain of our complex and constantly changing daily living today we sometimes become sorely baffled and discouraged. No other generation in the history of our social order has had to face the problem of rapid social change and at such an accelerating pace to the extent that we do today. No longer can we rely merely on the conclusions and discoveries of our ancestors to give us the answers to our present problems, for an increasing number of these problems are unique to our generation. Even when they have been known before, the present circumstances which surround them are so different that they invalidate the old and time-honored solutions.

Nowhere does this condition seem more confusing that when we face the problems of our children who are entering that most difficult and challenging period of growth known as adolescence. This problem was difficult enough in the Victorian period when things were relatively stable and our parents thought they knew the answers, but today in this age of confusion they are infinitely greater.

The situation is, however, not without hope. Every generation has met its problems by devising new ways and means of solving them, especially in a free society which is accustomed to think for itself rather than to rely on authoritarianism to hand down precepts and doctrines which were to be accepted without doubts or questioning.

At the turn of the century it had become clear to many thinking parents and teachers that the home as a social and spiritual influence was essential to the full emotional growth of the child. However, it alone was not enough, for the child needed guided and understanding experiences with his own age contemporaries outside of the home to complete the full realization of his potentialities. This was naturally the responsibility of the school. The two working closely together, it seemed, should be able to solve the problem.

Unfortunately, however, the two were drifting apart rather than pulling together. The family as an educational unit, which it had been before the industrial revolution, could no longer function adequately in that respect when machines had changed our whole social order. The answer was to set up boarding schools and academies to which the children could be sent — if their parents were wealthy enough — and thus be removed from the unfortunate environment of the disintegrating family unit. This was done. Great schools were established, at first in Britain, but later copied in the United States, which became justly famous, many

of them lasting until the present day. These schools and academies were quite clear in their minds and even stated in their catalogues that they intended to stand in the place of the parents, "in loco parentis" was the classical phrase they used. They seemed to believe that the home was an unfortunate influence on the child, particularly the male child, and that he ought to be removed from its "softening feminine influences" at a very early stage. Moreover, they were naturally conducted under the authoritarian philosophy of education in the belief that the function of the school was to transmit to the new generation the traditions, beliefs, and skills of the past and that these were not to be questioned. Teaching consisted in *telling* the pupils what to do, how to do it, including what was right and what was wrong. The pupils were expected to accept these tenets without question or critical thinking.

As long as the future lives of the children would not be radically different from that of their parents, this system seemed satisfactory. But the machine age had brought great changes in the lives of all people, and as it continued, it influenced parents and teachers' thinking as well. Homes began to adapt themselves to the new type of living. They found ways to revive the old-time spirit of the family, and the new inventions and gadgets made possible more leisure time and new interests which the parents could share with their children, thus bringing the family closer together. Machines, if used wisely, were found to be not always disruptive of family life. Parents began to wonder whether putting the school in the place of the home was a truly beneficial experience.

One mother in Baltimore felt sure that a better plan than the traditional boarding school could be worked out for her children. She devised the scheme of setting up a school *in the country,* just outside of the city limits so that it could be easily reached by modern means of transportation, to which the students would be sent *for the day* but would return to their homes at night. This would keep all or nearly all the advantages of the boarding school and yet retain the essential benefits of the homes, for the students would work, play, study, and eat together as was done at the best boarding schools together with teachers who shared these experiences and interests, thus building that strong spirit of *esprit de corps* for which those schools were justly famous. But this would not be done at the expense of losing the vitally important family living experience, for the students would be at home all evening and on the weekends and particularly for that most important social function — the evening meal.

There was little difficulty in finding teachers and educational leaders to undertake this new type of school. In fact, the idea spread rapidly to other cities and towns until now it is thriving from coast to coast. At first, the new "Country Day" schools were so anxious to show that their academic standards were as high as those of the academies that they tried to copy the academy in all respects. This included the authoritarian philosophy of education and, paradoxically enough, the boarding schools' attitude toward parents. But soon clearer thinking began to emerge. It became clear that if the main reason for devising the Country Day type of school was to preserve the influence of the home on the student particularly at that critical period when he or she is struggling to emerge from the chrysalis of childhood into the full power and freedom of the mature adult, a time when ideals and ethical standards are being formed, in which the influence of the home counts heavily, it might be well to work with the home and collaborate closely with it.

Tradition is hard to change, but the wisdom of the contention was clear, so one after another the schools took this step. It is gratifying to remember that our school was the first to achieve this ideal and has been a leader in working out the techniques involved.

One other change took place at the same time and that was the deliberate attempt to build the atmosphere of the school along the lines of a family rather than that of a regiment or institution, thus giving an added home influence to the children's experiences. A consequence of this is, of course, that the authoritarian philosophy of education had to be replaced by a spirit of free inquiry, learning to think rather than to accept with docility, and particularly learning that order comes from self control more than blind obedience. In a constantly changing world we must educate our future citizens to cope with change in a spirit of confidence, intelligence, and courage. We must help them learn to recognize problems, analyze them accurately, and work out solutions on the basis of the facts scientifically determined. We must help the young people learn to live in the world as it is in all its confusing complexity, not run away from it or try to solve their dilemma by pat solutions handed down by "authorities" from another age.

This is not to say we should ignore the past. Quite the contrary; we should study it carefully, for it applies to the present most vitally if we use its lessons with wisdom and imagination. But we must shift the emphasis from "being told" to "finding out" and to learning to think wisely for ourselves. The children thus become co-workers with their parents at the time when their parents' guidance and influence will count most in the formation of ideals and attitudes toward life.

In all of this the home and school can make a great contribution when they work together as co-laborers in the vineyard. The growing youth needs all he can get of both influences. That is why the Country Day idea came into being and why it is growing at such a gratifying and significant rate. We may all of us be justly proud of the significant contribution both our school and our Parents Association have made to the educational development of the country in this all important field.

PERRY DUNLAP SMITH

OPERETTA

Patience, patience, patience, dear public; "Patience" is coming (Gilbert and Sullivan's "Patience"), and you will just have to be patient until March 21, 22, or 23 when your patience will be rewarded by "Patience" in the school auditorium.

This year's operetta (the 38th, we believe) is under way as an all-high school project calling on the services of singers, artists, publicity writers, set designers, set builders, set shifters, financial wizards, costumers, activity coordinators, printers, stamp lickers, and leg men.

"Patience" is a gay mix-up of London's finest 19th century society. Separated into two camps in the eternal battle for the female hand, the military might of England, armed with Red Coat covered manly chests, gives ground to a host of aesthetes, armed with well-turned phrases and delicately arched eyebrows. Gilbert and Sullivan get it all straightened out eventually. You'll like it.

HUNGARIAN RELIEF CLOTHING DRIVE

Dr. Landau, speaking for several sophomore girls and the freshman boys' home room, wishes to thank everyone who helped with contributions to the Hungarian Relief clothing drive. The drive, carried on in two appeals for clothing — one as part of the Christmas program; the other a follow-up which ended last week — was successfully concluded when two loads of clothing were delivered to the Friends Meeting House in Evanston.

Dr. Landau also sends her thanks to the students and teachers who contributed money to assist the Friends Society in shipping the clothing.

The first batch of clothing, including 68 warm coats and jackets, 70 sweaters, 58 woolen skirts, 37 pairs of winter-weight trousers, and miscellaneous items of footwear, underwear, and children's clothing, arrived in Hungary in time for Christmas. The second load is presently on its way.

FEBRUARY CALENDAR

February	1	Basketball — Francis Parker — there ..... 3:30 P.M.
	2	Middle School Square Dance — Girls Gym ..... 7:30 - 9:30 P.M.
		Girls Basketball — Faulkner School — there ..... 10:00 A.M.
		Dance Series — Dunlap ..... 9:00 - 12:00 P.M.
	5	Basketball — Christian — here ..... 4:00 P.M.
	8	Basketball — North Park — there ..... 7:00 P.M.
	9	Girls Basketball — Timothy Christian — there ..... 10:00 A.M.
	11	Educational Series — Glenn L. Morris
	12	Basketball — University High — here ..... 4:00 P.M.
	13	Zipper Concert ..... 10:30 A.M.
	15	Basketball — Luther North — there ..... 7:00 P.M.
		Girls Basketball — Roycemore — there ..... 3:00 P.M.
	18	Educational Series — Bud Helmericks
	19	Basketball — Harvard — here ..... 4:00 P.M.
	22 - 25	inclusive — Washington Birthday Holiday
	22	Basketball — Private League Tournament
	23	Basketball — Private League Tournament
	26	11th and 12th Grades — Faculty Tea — Walling Hall ..... 3:30 P.M.
		Basketball — Lake Forest Academy — there ..... 4:00 P.M.
March	1	Basketball — Private League Tournament ..... 7:00 P.M.
	2	Basketball — Private League Tournament ..... 7:00 P.M.
	6	Educational Series — Robert A. Peterson
	9	Girls Basketball — Francis Parker — there ..... 10:00 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIX March, 1957 Number 7

TEACHING ARITHMETIC CONCEPTS IN THE LOWER SCHOOL

Much time, effort, thought, even prayer has been given by the educational world to the problem of reading. It has tended to loom large in the teacher's mind, and to cast its shadow over all class-room activities. However, we must not forget that if children are growing up into a world where illiteracy would be a fatal deficiency, failure in competent quantitative thinking may prove equally fatal. For example, one cannot read a newspaper or magazine without constantly having to react to number situations requiring mental comparisons, estimations, and approximations, in order to glean any meaning from the written material. The following does not attempt to be a conclusive or complete presentation of the teaching of arithmetic in the Lower School. We are constantly searching for better answers to our problems. Also, teachers operate as individuals, within the requirements of a curriculum. Nevertheless, there are certain basic understandings common to all of us. One of these seems to be the idea that the understanding of a basic concept in arithmetic is more important that rote learning of facts and processes. I shall try here to give a few examples of what we mean by this.

The first concepts which the child learns deal with the numbers from 1 to 10, and no further steps can be taken until he has thorough understanding of them. Here are some of the methods by which the teacher gives these first concepts to the child. It is most important that all counting should be rational. The children count definite objects — pencils, books, children, chairs, and other paraphanalia in the classroom. In counting from 11 to 19, children first learn to say 10 and 1, 10 and 2, so that they grasp the quantitative meaning of these numbers. Until the children have acquired the meaning of the numbers 1 to 9, it would be preferable if no attempt were made to introduce written symbols (by the term "meaning" we mean understanding all the possible combinations which will produce any number from 1 to 9, for example that 3 can mean three 1's or 2 and 1.).

Basic to arithmetic is an understanding of the place value system. A useful and wonderful device given to us by the Arabs, it is not always easy for children

to comprehend. This year's fifth grade gained both in understanding and in appreciation of its value, by being exposed to the clumsy Roman system of numbering. This entirely different process of using certain symbols in an addition and subtraction relationship served by contrast to clarify for them their own system. Even those who found difficulty comprehending the place value concept could see that 1957 is a far "neater" thing than MCMLVII, and few of them cared to contemplate long division using such a system.

We have all lived through the change in arithmetic curriculi, from traditional method to what has often been called the "meanings" method of teaching. Under the traditional method the aim was to memorize the basic computation facts and rules, and to attain speed and accuracy in solving abstract examples and verbal problems. The "meanings" method introduced a significant change. Emphasis was now put upon a functional approach. This in turn demanded a greater attention than before to the concepts involved in teaching arithmetic. Speed and accuracy are still aims but more important, and always coming first and foremost, is the understanding of basic concepts.

We hope that when the children leave the Lower School, they will have a thorough understanding of the fundamental processes of addition, subtraction, multiplication, and division. Here are some of the more important concepts involved in this teaching. Subtraction may furnish the answer to one of two questions. 1) What is the difference between two numbers? 2) How much is left when a part is taken away? It would be preferable if in its early stages multiplication is taught as an additive process, not as the reverse of division. (The relationship between multiplication and addition can be shown as the relationship 5 plus 5 plus 5 equals 15 and 3 times 5 equals 15. Multiplication shows the relationship between a given number of groups of the same size.) Division is taught as a process which may also do two things: 1) dividing a given quantity into a given number of equal size groups; 2) finding a ratio between two given numbers. In all teaching of the fundamental processes the children are asked to read the meaning of their answer, in order to show their understanding of the process.

What can parents and teachers do in order to help their children to a better understanding of arithmetic concepts? Briefly there are four things which come to my mind at this time. 1) We must make sure that we ourselves really understand number concepts before attempting to explain them to children. This may be obvious, but it cannot be too strongly emphasized. 2) We must be consistent. Teachers among themselves and teachers and parents must agree as to the method.

I would include in this category also the constant use of correct terminology. 3) Wherever possible we must give children the opportunity for the practical application of their arithmetic. Parents' help can be phenomenal here. For instance, children can deal with an allowance, go shopping, keep accounts. Girls can learn the practical use of measure in cooking and sewing, and boys can learn it in woodwork and making models. These are only a few things which come to mind. 4) Always make a child examine his answer in terms of reasonableness. If the child cannot see that the quotient of a division problem must be smaller than the dividend, then he has no understanding of the process of division. It helps greatly to require an approximate answer before beginning the problem.

We have not abandoned speed and accuracy in our program, but in modern life more and more of the computative phases of arithmetic are being performed by machines. The machine has yet to be invented, however, which can compare, analyze, evaluate, or approximate as well as the well-trained mind. Reasoning with competence is still an ability required of efficient citizens. It is the adult's ability to do these things with numbers which a machine cannot do which will prove the adequacy of our program in making him quantitatively literate.

KATHLEEN COLLINGBOURNE

OPERETTA

On Thursday afternoon, March 21, at 2:30 p.m. and at 8:15 p.m., Friday and Saturday, March 22nd and 23rd, the house lights will dim on North Shore's annual Gilbert & Sullivan Operetta. This year our thespians will present "Patience," a light satire of the aesthetic craze which rocked (but sweetly) all Europe during the 80's.

Throughout the operetta, people fall in and out of love as only possible in a Gilbert & Sullivan world. Gilbert and Sullivan take leave of fact and reason to give us a wonderful story of fantasy, gaily told in music famous the world over for its entertaining quality.

Last year, as you no doubt remember, we presented "Pinafore" and "Trial by Jury."

This year music director Vincent B. Allison found 67 chorus voices to back up the vocal efforts of the eleven leads who will appear in "Patience." Competition for singing parts was fierce; we feel the net result will be a higher degree of perfection than ever thought possible, even at North Shore.

People who don't sing in the operetta learn other facets of theatre skills such as make-up, scene design, scene painting, publicity, and the business aspects of the operetta. Many boys serve on the stage crew, gaining experience in that phase of show business as they shift scenery and control lighting, all on split second timing.

The operetta presents enormous opportunities to gain knowledge of a great American industry. No adolescent should miss a chance to take part in this type of production. Who knows but what this enriching experience will be a stepping stone to the professional theatre for a few of the neophyte theatricians?

MEL CAHAN — Grade 10
Publicity Committee

MARCH CALENDAR

March 16 — College Entrance Examination Boards for Seniors and Juniors

March 21 — Opera "Patience" — Matinee 2:30 P.M.

March 22 — Opera "Patience" — 8:15 P.M.

March 23 — Opera "Patience" — 8:15 P.M.

March 27 — Lower School dismissed 12:15 P.M.
Middle School dismissed 12:45 P.M.
Upper School dismissed 12:45 P.M.

March 28 — April 9 inclusive — Spring Vacation

April 10 — School re-opens 8:25 A.M.

April 12 — Baseball — Walther — here

April 16 — General Spring Meeting of the Parents Association

April 20 — Middle School Square Dance — Girls Gym — 7:30 - 9:30 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XIX | May, 1957 | Number 8

THE YOUNG RADICAL

Repeatedly in the history of Western civilization, the student group has been a radical element of our society. Always the student group includes the more intelligent members of their generation, and their very youth contributes to the easy acceptance of new ideas. Their energy has been important to many a political movement as well as to changes in traditional forms in art and creative thought in science. The Revolution of 1848 was organized by students in a series of Universities in Europe combining to demand more democratic governments. Manet, as a young man, departed from the painting traditions of his day and led others, including Monet, into what became the French Impressionists' school. In science, with two or three exceptions, no major concept has been forwarded by a man out of his twenties. Newton, by the age of 24, had produced the binomial theorem and had already begun to work out the laws of universal gravitation.

In these and countless other ways we have depended upon the energy and imagination and the intelligence of youth. This was taken for granted until ten or twelve years ago when we found ourselves as a nation faced with a world dividing into two camps with power enough in either camp to turn the world into a holocaust. This fact in turn divided our nation into camps; on one side we felt that the realities of world power made freedom for youth to experiment a luxury we could not afford ,and in the other camp were those who cried out that we could not afford the loss of our radicals. Theoretically, this remains a debate; factually, I wonder if the pressures of our contemporary society have not cut down in number to the point of virtual elimination the student radical?

The pressures in the adult world have been well described in many books and articles such as *The Man in the Grey Flannel Suit, The Executive Life, The Organization Man.* All these are works stressing the fact that men are increasingly rewarded for their ability to work with others: cooperation becomes more important than individual initiative. To belong, to become one of the team, to be liked, to be accepted, places a financial premium on common acceptance of social patterns, political affiliations, and economic theories. The renegade, the individualist, is suspect.

Does this affect children? There is very little evidence that it makes a difference among the younger ones. It is still true that little children seek the approval and affection of their parents and teachers, that they learn in their first years of school the importance of taking turns, of sharing, of quiet, orderly classes in the interest of group progress. As they enter middle school age, the joy of conformity is well established but comes in conflict with a desire to earn a greater independence. We expect of eighth graders a degree of rebellion, and we are seldom disappointed.

They step out a little more freely, ask of us the opportunity to experiment, but equally crave the security of boundaries established by the adults around them. It is as though they were saying through their actions that they want a good independence and are afraid of freedom to make serious mistakes.

As students leave the eighth grade for high school, they hear a good deal from home and from school about the importance and permanence of the record which they earn as ninth graders. They have been the leaders while eighth graders, and now they become the newest and strangest member of the high school, and they find themselves conforming. White sox become a uniform for girls; black loafers the chosen footwear for boys. The style of one's sweater, the color of one's trousers are crucial matters requiring careful observation and planning to achieve a dress which will mark one as a member of the crowd. Along with these superficial expressions of conformity are much deeper and more important ideas. The progression from ninth grade through high school into college and on to a job in industry begins to occupy the minds of the boys and, to a lesser degree, the attention of the girls. They begin to hear that "contacts" may be important to their future. They worry about the impression they make on one another as well as the opinions which adults form of them, and they see the choices which they make as defining the difference between a future wealth and a future poverty.

While it is normal for tenth graders to fret over regulations, they appear to accept the fundamental beliefs and the important ideas of their community. They would like to extend the boundaries which curtail the use of the family automobile, but they seldom show a real interest in a political party other than the one supported by mother and father. They can be righteously indignant about a bed hour dictated by the out-of-date old fogy who pays the family bills, but they seldom show any interest in socialism.

High school seniors and juniors begin to feel strongly the threat of college admissions. They "cooperate" with committees and one another in order to earn the right to say to the Admissions Director that their record of success in exra-curricular activities is one to be envied. They talk about summer employment in terms of the dollars to be earned, the contacts to be made, and perhaps even a reputation to be established with a corporation. Some begin to think of invitations to join fraternities and sororities and the need to be presentable, properly dressed, well liked. In tone and in degree today's student is more a conformist than his 1940 counterpart.

It is not so long ago that one often found high school students debating the virtues of socialism. A fair percentage of them looked for exciting summer jobs on tramp freighters, in lumbering camps deep in the woods, or almost anything with the appeal of exploring new fields. I well remember one young man who went to Alaska, made a good deal of money, and, I suspect, lost much of it playing poker with the crew in the boat that brought him back down the west coast. Foolish as he may have been, he must carry to this day memories which offer more than do those of the boy who ushered people to their seats in a nearby theater, perhaps because it was easy work, perhaps because the theater was air conditioned.

Nobody wants to produce a generation of young communists or socialists, nor is there anything to recommend bizarre dress over black loafers, for none of us believe that change and progress are synonymous. Nevertheless, it is possible that

we should be too successful in bringing up a group of youngsters anxious to please, delighted to conform, and, perhaps, fundamentally afraid to explore new ideas. It may be true that the loss of "radicals" has come through overwhelming social pressures and has left us with a younger generation bettter prepared to join than to lead. We ought to ask of youth a commitment to fundamental ideals and then beg them to feel pride in their energy, their imagination, their intelligence.

NATHANIEL S. FRENCH

DON COSSACK CHORUS AND DANCERS

The Original Don Cossack Chorus and Dancers will close out the 1956-1957 Educational Lecture Series with two performances: Thursday, May 16 at 8:15 P.M. and Friday, May 17, at 10:30 A.M. Reservations must be made with Mrs. Talley for all seats, including Season Ticket holders, who simply request that seats be held for them.

The Don Cossacks of today are the remnants of a band of White Russian Cavalrymen who fled Russia after the communist revolutions of 1919. Seeking and finding haven in Bulgaria, they found consolation in campfire singing. The traveling group, formed at the insistence of King Boris of Bulgaria in 1922, toured Europe with Geneva passports, playing eventually before most of the royalty of the continent.

Since their first visit to the U. S. in 1936, the Cossacks have played more than 7,800 concerts, including a special program for President Eisenhower.

The morning concert will feature a number of selections in a fairly familiar vein: "Meadowland," "The Song of the Volga Boatmen," and others of a similar nature will accompany a series of typical Cossack dances. The evening concert is a regular Cossack program, featuring several of the familiar pieces and various choral arrangements of folk, concert, and church music. Exciting and fascinating music, all of it, the Cossack harmonies and power will show the North Shore audience the basis for the Russian group's worldwide fame.

MAY DAY 1957

May Day will be Friday, May 10, 1957. The May Day Morning Exercise will begin at 10:45 in the Auditorium and will be given by the sixth grade. Following the play there will be a procession of the school to the green east of Dunlap where the May Queen will be crowned. There will be dances for her and her attendants. Following this the whole school will picnic on the green. The picnic lunches are to be brought from home and parents are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any color is acceptable. All children should bring sweaters in case the weather becomes chilly.

The Tenth Grade Girls who together with the Sophomore Boys and students of the Middle School are in charge of the preparations for May Day, will be very grateful to all parents who will bear in mind that very large quantities of all kinds of flowers and green branches are needed for May Day. They can be brought by the children Friday morning to the Sophomore Girls' Home Room in Dunlap and will be most thankfully received.

Unless Miss Brunner is notified to the contrary, it is understood that parents will provide transportation for their children after the picnic.

KARLA LANDAU

SPECIAL NOTICE FOR MOTHERS AND SENIORS

At 1:15 following the picnic lunch all the Senior mothers will meet Miss Deane on the first floor of Dunlap to arrange final details about Graduation.

MAY CALENDAR

May 1	Luther South — Baseball — Frosh-Soph — here	4:00 P.M.
May 3	Wheaton — Baseball — here	4:00 P.M.
May 6	Lake Forest — Baseball — Frosh-Soph — there	4:00 P.M.
May 7	University High — Baseball — there	4:00 P.M.
May 9	North Park — Baseball — here	4:00 P.M.
May 10	MAY DAY	
May 10	Timothy Christian — Baseball — there	3:30 P.M.
May 11	Francis Parker — Baseball — Frosh-Soph — here	10:00 A.M.
May 14	Luther North — Baseball — there	4:00 P.M.
May 16	Don Cossacks Concert — (All seats reserved)	8:15 P.M.
	Walther Luther — Baseball — here	4:00 P.M.
May 17	Don Cossacks Concert (All seats reserved)	10:30 A.M.
	Glenwood — Baseball — here	4:00 P.M.
May 18	College Entrance Examination Boards	
	Francis Parker — Baseball — Frosh-Soph — there	10:00 A.M.
May 20	Lower School Parents Meeting	8:00 P.M.
May 21	Christian — Baseball — there	4:00 P.M.
May 23	Luther South — Baseball — Frosh-Soph and Varsity — there	4:00 P.M.
May 24	Senior Play	8:15 P.M.
May 25	Racine Lutheran — Baseball — here	2:00 P.M.
May 27	Executive Committee Meeting of Parents Association	
	Walling Hall	8:15 P.M.
May 28	Lake Forest — Baseball — Frosh-Soph and Varsity — there	4:00 P.M.
May 30	Memorial Day Holiday	
	Luther North — Baseball — here	10:00 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XX October, 1957 Number 1

FROM IGNORANCE TO UNDERSTANDING

One of the recurring debates in education revolves around the fact that we seem often to use methods which are inconsistent with our goals. We seek to develop a student who is ready and able to work on his own, directed by his ambition, capable of using the intellectual materials he needs, and equipped with the skills to proceed at a reasonable pace. We think of our ideal school product as capable of intellectual enthusiasm, and prepared to think with vigor and independence, and yet we find that it is necessary to demand of a student a good deal of drudgery and a good deal of subservience to the advice of teachers.

Parents spend many months and years demanding of their children clean hands when they appear at the dining table, and I am sure that exasperation of the child's neglect often hides the objective, i.e., a child who understands the importance of, and prefers, clean hands at dinner time. A quick glance at the foot gear of our students leads one to query whether parents don't care or have given up in desperation the demand that junior keep his shoes clean and polished. And there is room for some amusement over the simple fact that September always turns out a crop of well-scrubbed, carefully groomed boys and girls who, by June, will appear in significant proportions to have as yet to make the acquaintance of the common comb. A generalization to fit these observations may sound unkind, but would run something like this: parents set standards for their children, demand that they meet these standards until such time as the strength of youth overbalances the wisdom of age.

A similar situation obtains with teaching. There is only one way to spell "there" unless it is "their"; and you can think of a neighbor who pronounces "our house" in such a way that it sounds like "are house". And so we must urge, cajole, threaten, and punish until spelling becomes a tool mastered in the interest of written communication. Careful Lower School teaching makes it appear that a child seems to know by osmosis that four and four are eight. None of us would suspect that it was so easy to learn that one-half of one-third is one-sixth. And likewise, it seems that everybody knows where to look for Gibralter, but few are clear as to whether Algeria is west or east of Morocco. And so, as teachers we establish demand upon demand hoping to provide the tools and the knowledge essential to the carrying out of an intellectual ambition.

Probably the most stringent and unswerving requirements are placed by children upon one another. For the earlier ages, this consists largely of skills such as jumping rope, throwing a ball, or climbing the jungle gym; but as the years go by, a child faces a more subtle but no less rigouous set of demands. There comes a time when tears in response to physical pain become a compelling doorway to ostracism, a time when a boy's white sox and brown loafers are effeminate while

white sox and black loafers are a badge of belonging. The penalty of being unable to meet the demands of one's own age group is immediate, direct, and simple, and often summed up in their epithet, "a queer".

There are a few times when youth demands of one another patterns of behavior and attitudes which lead to tragic events. Many a confused young man or woman has been caught in the toils of an adolescent gang, and acted outside of his own, or her own, moral code. However, I have yet to know, hear, or read of an instance where this has been true except that it be also true that the demands of parents and teachers were lax or non-existent. In other words, youthful delinquency seems to occur under a variety of circumstances, but never unless there is an abdication on the part of adults.

On the whole then, it appears that a successful education depends upon wisely placed demands being met successfully by the student. But, in the last half century, a good deal of ink has recorded the impressions and experiences of teachers who discovered that top quality work derives from something more than demand. A recent study of successful research and industrial scientists turned up as a common factor in their training what most of us would have suspected, a moment when each had been filled with awe and enthusiasm for one or another of the sciences. These men and women had met somewhere along the line what they described as an inspiring teacher.

It would be difficult if not impossible to pin down to simple terms an experience which one describes as inspiring, but there are some things which can be said. In the first place, intellectual excitement does not occur in a setting of ignorance; only a mathematician can be inspired by Einstein's theory of relativity. Any of us may enjoy a Bach fugue, all of us have a vast if unorganized musical experience, but it seems obvious that those whose knowledge of music is greater derive from the same fugue a greater inspiration.

Secondly, it is hard to imagine inspiration occurring without a language to describe and relate its source. An appreciation of Abraham Lincoln which moves him from being simply a tall, gaunt man to the stature of greatness cannot come without words to describe the problems he faced, compare those problems with others, and to measure by comparison the decisions he made.

On these grounds alone, one might safely say that we must demand of children a great deal of learning in order that they may be prepared to benefit from such opportunity for inspiration as comes their way. Inspiration is not a single arrow well aimed and fired once and for all, but a glimpse of greatness which comes to those who have the knowledge and ability to appreciate its significance. The excitement and the vision offered to a ten year old in a story of Daniel Boone, or Abraham Lincoln, is no less an important inspiration than that which comes to a seventeen year old in a study of the same heroic figures, nor can a student of seventeen be expected to see in an Abraham Lincoln all that he will see when he is twenty-seven.

If we want the best for our children, we must then demand of them an ever-growing mastery of basic tools and basic information, but we must never forget in making these demands that they are prerequisite to inspiration, and they can never take the place of inspiration and must never be considered sufficient in themselves.

NATHANIEL S. FRENCH

An error appeared in the Opening School Schedule sent to you prior to the opening of school. Corrected date for Spring Vacation is March 27 - April 8 inclusive.

PARENTS ASSOCIATION

The Fall Meeting of the Parents' Association provides the only opportunity for the parents to hear directly from the President of the Board of Directors, the Headmaster of the School, and the President of the Parents' Association. The meeting will be held in the Auditorium at 8 P.M. Wednesday evening, November 6.

EDUCATIONAL SERIES 1957-1958

The Educational Lecture Series committee announced late this summer the programs for the 1957-1958 series, a group of eight programs designed to offer cultural and educational experiences to the youngsters of the school, to parents of the school children, and to the general public. While most of the programs are offered as outstanding experiences to be enjoyed and absorbed in terms of general cultural worthwhileness, several of the lectures have been scheduled to fit into the school's normal academic program and are unusually pertinent in their timeliness.

The calendar of programs:

October 4, 3:30 P.M. *Fashions and Good Grooming*
Middle and Upper School girls and their mothers.
Tea will be served in Walling Hall after the program.

November 11, 9:50 A.M. Professor Albert Parry
Education in Russia: A Challenge to Us

November 25, 9:50 A.M. Raphael Green
Film: *An American Cameraman Visits Russia*

December 9, 9:50 A.M. Evans-Webb Marionettes
The Wizard of Oz

January 17, 9:50 A.M. The Royal Scots
The Music of Scotland

February 5, 8:00 P.M. Sheriff Joseph Lohman
Can Chicago Break Up the Criminal-Political Alliance?

March 3, 9:50 A.M. Chief Thunder
Indian Lore of the Midwest

March 10, 9:50 A.M. The Laubins
Music and Dances of the American Indian

In addition to the information in the Lecture Series mailing, it is important to note that additional tickets may be purchased at the office for individual programs or for the series.

JOSEPH H. PYNCHON

1957 TREASURE CHEST SALE

The fifth annual Treasure Chest Sale of The North Shore Country Day School will be held Saturday, November 16, 1957. Let us make it as successful as the former sales. As you know, the proceeds from the 1956 sale were given towards the retirement of the mortgage on Smith Hall, as well as the purchase of new auditorium drapes.

The various Grade projects are listed below and all parents are urged to participate in any way possible. The preparations are always interesting and fun. It is a wonderful way to get acquainted in the school. Your grade needs your help, but if another project appeals to you more — feel free to contact that Chairman.

Jr. and Sr. Kindergarten — Children's movies and cartoons
Chairman — Mrs. Lawrence D. Friedman ..... AL 1-2203
1st Grade — Party Favors
Chairman — Mrs. Arnold J. F. Siegert ..... AL 1-7924
2nd and 3rd Grades — Home Made Specialties
Co-Chairmen — Mrs. Erwin Shafer ..... VE 5-2918
Mrs. Irving A. Wilson ..... OR 3-2071
4th and 5th Grades — Knitted Felt Garments
Co-Chairmen — Mrs. Theodore Mauzakeotis ..... HI 6-4413
Mrs. William Steel ..... HI 6-4782

FELT SKIRTS WILL BE MADE TO ORDER
CALL MRS. JOHN BENSON, HI 6-3660

6th Grade — Books
Chairman — Mrs. Franklin J. Lunding ..... HI 6-2348
7th Grade — "Trooping the Colour" sports items
Chairman — Mrs. Newton Tobey ..... HI 6-1387
8th Grade — Records, Record Players, Radios, etc.
Co-Chairmen — Mrs. Christopher W. Wilson, Jr. ..... HI 6-5130
Mrs. William H. Lang ..... HI 6-2276
9th Grade — Bake Sale
Chairman — Mrs. Gilbert H. Scribner, Jr. ..... HI 6-4207
10th Grade — N.S.C.D.S. "Purple and White" Items
Chairman — Mrs. Phelps Wilder ..... HI 6-6013
11th Gade — Treasures
Chairman — Mrs. Wade Davenport ..... UN 4-6520
12th Grade — Addressing and Food on Day of Sale
Chairman — Mrs. Paul Guenzel ..... HI 6-1185
Sewing Chairman — Mrs. John Denson, 674 Garland Avenue, Wilmette, HI 6-2296
Kick-Off Chairman — Mrs. Edward Taylor, 4 Briar Lane, Glencoe.... VE 5-3717

We welcome and need all mothers to help sew and give us new ideas for our Treasure Chest Sale. You will have lots of fun if you join us for coffee, chatting and sewing, at Fran Denson's, 674 Garland, Winnetka, HI 6-2296, on Tuesdays, 10:00 A.M.

KICK-OFF PARTY

Your invitation is coming! Mark your calendar now for the Kick-Off Party! Elaine and Ken Russ have invited us to enjoy their lovely home again this year. Remember what a wonderful party last year, food, refreshments and fun! Come and help us launch the Treasure Chest Sale. Friday, November 8th, 1110 Chestnut Street, Wilmette.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1957-1958

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of the Faculty and Dean of Girls ..... Virginia S. Deane
Head of the Lower and Middle Schools ..... George F. Eldredge
Dean of Boys ..... Michael A. Post
Assistant Treasurer ..... Lorenz W. Aggens
Registrar ..... Jean K. Talley
Secretary to the Headmaster ..... Constance B. Pieritz
Manager of Day Camp ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarthy
Director of Public Relations ..... Joseph H. Pynchon
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Head of Boarding Department ..... Arnold G. Merbitz
Admissions Secretary ..... Elizabeth C. Felix
Business Department Secretary ..... Jennie L. Walgren
Office Secretary ..... Virginia D. Harris
Director of Transportation ..... Katherine L. Brunner
Bookkeeper ..... Arthur S. Littlefield
Assistant Bookkeeper ..... June H. Painter

Lower School

Executive Secretary and Admissions Secretary ..... Jessie C. Griswold
Fifth Grade and Chairman of the Faculty ..... Kathleen Collingbourne
Fourth Grade ..... Kenneth Allen
Third Grade ..... Zoe Lund
Second Grade ..... Fern A. Cole
First Grade ..... Katherine T. Williams
Kindergarten Teacher ..... Hope Latta
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Donna Anderson
Kindergarten Assistant ..... Susan B. Dickinson

Middle School

Chairman of the Faculty ..... William W. Steel
English ..... Sarah G. Bolster, Joy N. Humes, Emily Mohr
Social Studies ..... Arnold G. Merbitz, Emily Mohr, William W. Steel
Mathematics ..... Mary M. Brandes, Virginia Ingram, William W. Steel
Science ..... Mary M. Brandes

Upper School

English ..... Michael A. Post, Head of Dept.
Roger C. Hill, Joy N. Humes, Joseph H. Pynchon
Social Studies and History ..... Virginia S. Deane, Head of Dept.
Nathaniel S. French, Michael J. Rohr
Mathematics ..... Lewis A. Taylor, Head of Dept.
Elsie V. Harridge, William W. Talley
Modern Language ..... Karla Landau, Head of Dept.
Joy N. Humes, Simone Valvo
Latin ..... Elsie V. Harridge, Constance Richard
Science ..... William W. Talley, Head of Dept.
Joseph A. Licata, Martin J. McCarty
Health Education ..... Perry Dunlap Smith
Typing ..... Viola R. Schwimmer

Inter-School

Art ..... Richard Brauer, Harriet Hahn
Dramatics ..... Roger C. Hill
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Stephanie F. Wishart
Music ..... Vincent B. Allison, Jr., Theo D. Dose, Dorothy Paige
Physical Education ..... Martin J. McCarty, Director
Johanna S. Gould
Remedial Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade .....Miss Ingram
7th Grade .....Miss Bolster
8th Grade Boys .....Mr. Steel
8th Grade Girls .....Miss Brandes

9th Grade Girls .....Mrs. Harridge
9th Grade Boys .....Mr. Pynchon
10th Grade Girls .....Miss Richard
10th Grade Boys .....Mr. McCarty
11th Grade Girls .....Mme. Valvo
11th Grade Boys .....Mr. Aggens
12th Grade Girls .....Miss Deane
12th Grade Boys .....Mr. Post

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL 1957-1958

Charles H. Newman, President
Edward K. Hardy, Jr., Vice President
Peter A. Dammann, Secretary
Edward J. Burnell, Jr., Treasurer
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Thomas H. Coulter
William W. Darrow
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Franklin J. Lunding
Harold J. Nutting
Gilbert H. Osgood
John Nash Ott, Jr.
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THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL

President, Mr. W. Newton Burdick, 660 Elder Lane, Winnetka.....HI 6-5660
First Vice-President, Mr. John F. Milliken, 952 Fisher Lane, Winnetka...HI 6-0329
Second Vice-President, Mr. Paul Guenzel, 328 Linden Street, Winnetka....HI 6-1185
Secretary, Mrs. Emil D. W. Hauser, 640 Hill Road, Winnetka.....HI 6-1328
Treasurer, Mrs. Paul C. Kimball, 745 Glendale Drive, Glenview.....GL 4-1697

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, Standing Committee chairmen, and four members-at-large.

Mr. James Ferry, 770 Valley Road, Glencoe
Mr. Hunt Hamill, 550 Cedar, Winnetka
Mr. Rollin Weary, Jr., 936 Fisher Lane, Winnetka
4th member yet to be chosen

STANDING COMMITTEE CHAIRMEN

Art Library, Mr. Felix Palm, 2241 W. Greenleaf Avenue, Chicago.....AM 2-3091
Athletic, Mr. Richard L. Merrick, 245 Park Avenue, Glencoe.....VE 5-2033
Costume, Mrs. Francis H. Marling, 806 Foxdale Avenue, Winnetka.....HI 6-5534
Educational Series, Mrs. Ralph A. Trieschmann, 126 Central Avenue, Highland Park .....ID 2-5195
Faculty Teas, Mrs. Stanley Ekman, 1857 W. Ridgewood Lane, Glenview...GL 4-3269
House, Mrs. Adam S. Breuer, 9 Orchard Lane, Golf.....GL 4-0190
Library, Upper School, Mrs. Robert F. Dick, 640 Blackthorn Road, Winnetka .....HI 6-3079
Middle School, Mrs. C. Bertram McKinney, 886 Pine Street, Winnetka HI 6-2712
Lower School, Mrs. John Howard 5906 N. Knox Avenue, Chicago....PE 6-9751
Mrs. William C. Pettingell, 1111 Forest Avenue, Evanston .....UN 4-0788
Lunch, Mrs. Godfrey Sperling, Jr., 928 Pine Street, Winnetka.....HI 6-6029
"Notes", Mrs. Leeds Mitchell, Jr., 921 Pine Street, Winnetka.....HI 6-3532
Mrs. Kenneth Turner, 2410 Ridge Drive, Northbrook.....CR 2-4475
Office, Mrs. Thomas B. Gilmore, 486 Woodlawn Avenue, Glencoe.....VE 5-1912

Publicity, Mrs. Philip W. Moore, Jr., 100 Green Bay Road, Winnetka.....HI 6-0878
Refreshments, Mrs. Hays Clark, 180 Chestnut Street, Winnetka.....HI 6-6688
Safety Council, Mrs. Robert B. Mayer, 915 Sheridan Road, Winnetka.....HI 6-1914
Steering, Mrs. J. Robert Cohler, 2160 Sheridan Road, Highland Park.....ID 2-4249
Treasure Chest, Mrs. Donald Aleshire, 820 Prospect Avenue, Winnetka...HI 6-2173
Student Activities, Mrs. Stewart B. Boal, 701 Sheridan Road, Winnetka...HI 6-0825
Girls Activities, Mrs. Ellis H. Harris, 7 Hickory Lane, Northbrook.....CR 2-0579
Middle School Telephone, Mrs. Jonathan W. Strong, 326 Ridge Avenue, Winnetka .....HI 6-3253
Introduction, Mrs. Edward J. Burnell, Jr., 564 Maple Avenue, Winnetka...HI 6-4395

STEERING ADVISORS

Lower School, Mrs. John T. Benson, 864 Burr Avenue, Winnetka.....HI 6-3660
Middle School, Mrs. Robert L. Foote, 587 Longwood Drive, Glencoe.....VE 5-1480
Upper School, Mrs. Phelps Wilder, 656 Maple Avenue, Winnetka.....HI 6-6013

GRADE CHAIRMEN 1957-1958

Senior Kindergarten, Mrs. Robert B. Barber, Jr., 5344 Suffield Terrace, Skokie .....OR 3-6727
First Grade, Mrs. Philip Faucett, 900 Bluff St., Glencoe.....VE 5-0222
Second Grade, Mrs. Herbert L. Stern, Jr., 1128 Green Bay Road, Highland Park .....ID 2-2369
Third Grade, Mrs. W. Newton Burdick, 660 Elder Lane, Winnetka.....HI 6-5660
Fourth Grade, Mrs. John A. Purinton, Jr., 146 Chestnut Street, Winnetka..HI 6-2142
Fifth Grade, Mrs. Myron F. Ratcliffe, 309 Central Avenue, Highland Park..ID 2-7026
Sixth Grade, Mrs. Paul Guenzel, 328 Linden Street, Winnetka.....HI 6-1185
Seventh Grade, Mrs. Carl Davis, 68 Park Lane, Golf.....GL 4-0747
Eighth Grade, Mrs. Robert Gottschalk, 752 Lincoln Avenue, Winnetka....HI 6-0817
Ninth Grade, Mrs. Keith B. Capron, 246 Franklin Riad, Glencoe.....VE 5-0987
Tenth Grade, Mrs. Albert F. Winston, 1136 Ash Street, Winnetka.....HI 6-1852
Eleventh Grade, Mrs. Thomas H. Coulter, 58 Overlook Drive, Golf.....GL 4-2024
Twelfth Grade, Mr. Milton S. Carstens, 1145 N. Green Bay Road, Lake Forest 556
Mrs. John O. Innes, 131 Belle Avenue, Highland Park....ID 2-2842

ABSENCES

In the interests of quality of work and the best attitudes towards responsibility of students for their own progress, the school expects all pupils to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the school office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission to leave the campus during the school day must be obtained from Mr. Post (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or atheletics for doctors' appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

A student is permitted to drive a car on field trips or athletic trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

* * *

What will you read on long wint'ry nights if you don't have PURP?

Subscriptions to PURPLE and WHITE, the school newspaper are of *such* lasting value, and they cost so little: $2.50 brings you eight grand issues.

You may order by phone: HI 6-0674.

OCTOBER CALENDAR

October 4 "Fashion Talk" for Mothers and Daughters of Middle and Upper School presented by Cras. A. Stevens — Tea ..... 3:30 P.M.

October 5 North Park Academy Game — There ..... 2:00 P.M.

October 7 North Park Academy Frosh-Soph Game — Here ..... 3:30 P.M.

October 8 9th Grade parents meet in Music Room of Walling Hall.. 8:00 P.M.

October 12 Walther Luther Game — There ..... 2:00 P.M.

October 12 Middle School Square Dance, Girls Gym ..... 7:30-9:30 P.M.

October14 Walther Luther Frosh-Soph Game — Here ..... 4:00 P.M.

October 19 Luther North Game — Here ..... 10:00 A.M.

October 21 Luther North Frosh-Soph Game — Here ..... 4:00 P.M.

October 23 Executive Committee Meeting of the Parents Association at the home of Mr. and Mrs. W. Newton Burdick, Jr., 660 Elder Lane, Winnetka ..... 8:00 P.M.

October 24 Music Center Orchestra Program — Parents Welcome.. 10:30 A.M.

October 26 Wheaton Academy Game — There ..... 10:00 A.M.

October 28 Lake Forest Academy Frosh-Soph Game .. There..... 3:30 P.M.

November 2 Council Dance for Upper School

November 6 Parents Association Meeting — Auditorium ..... 8:00 P.M.

November 8 Treasure Chest Kick-Off Party at the home of Mr. and Mrs. Kenneth I. Russ, 1110 Chestnut, Wilmette.

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XX November, 1957 Number 2

Annual Report

A report of our 38th year is essentially the story of the growth of three hundred eighty-eight children under the guidance of forty teachers, but the story of the school as an institution would be incomplete without some mention of the part played by parents, graduates, and friends of the school. Lacking the space for a complete picture, I am pleased to comment on a few of the ideas and activities which distinguish this school.

Teachers and Teaching

There is in all teaching an important but dangerous demand that children shall progress from one step to the next to cover a wide scope of material. The importance of this breadth is far more obvious than the danger which rears its ugly head in the form of superficial understanding or inadequate memorization. In the teaching of science and mathematics there is always the danger that devices for solving the problems will take the place of a clear-cut understanding of the relationships. In the Lower School the faculty is meeting this problem by insisting upon a wealth of experience with real objects before introducing verbal and numerical symbols, by dividing nine marbles into three equal piles prior to teaching symbolic methods of division and to drilling which makes the process almost automatic. Students playing with the difference between the Arabic and the Roman number systems begin to see the importance of the way in which the value of 2 is determined by its place in a line of digits, i.e., 2, 20, or 200. This interplay between experience with quantities which can be seen and touched and the basic concepts of number relationships builds an understanding which is necessary to the symbolism of algebra.

Given a solid foundation in arithmetic we are finding it possible to move ahead more rapidly in mathematics. In this year a number of students again completed a year's work in algebra in the eighth grade, while some of the high school students did a year's work in algebra and in geometry concurrently. Thus the mathematics teachers are bringing along a group of students who will complete a normal college year's work in analytical geometry and calculus before they graduate from Country Day.

There seems to be a reciprocity between success in the teaching of math and in the teaching of science. In this last year we found increasing evidence of growing interest in science and what is still more important a growing appreciation of the importance of investigation to scientific discovery. In the Middle School most of the science work revolved around experiments and demonstrations from which students derived general explanations of natural phenomona. In addition a textbook was used, but because of the order in which the work was presented by the teacher, there was a greater frequency of such questions as "how did the author know," "how did the author find out," and finally "how did they know this?"

We have come to expect extraordinary success of our science students when faced with a college board examination at the end of a formal high school course, but the science department has long felt that this was not enough. As a result it has maintained in the laboratory what amounts to a constant "open house party." At various times throughout the day one may find small groups and individuals discussing and exploring in the areas which interest them most deeply. This opportunity is for the most part undirected, but Mr. Talley did ask his physics students to present at some time during

the year at least one invention suggested to them by what they saw as a need of society which could be answered by an application of knowledge which they derived from the physics course. What these students suggested does not herald a new step forward in our overly technical society, but twenty-six students did present eighteen ideas which for each of them provided an experience in the intellectual integration of their knowledge of society's needs and of scientific possibilities.

* * * * *

For a long time we have noticed that a student who has no trouble with Latin may stumble miserably in French, or, one who finds in German a second language may be baffled with the intricacies of Latin. We have tried to predict which language might be most successfully studied through work done in an eighth grade course in the nature of language which includes a small taste of French and German and Latin, allowing both the student and the teacher to foresee the degree of success one might expect in the future study of one of these languages. While this has worked fairly well, the language department has taken another step by developing predictive tests which were administered last year to each student entering the high school. On the basis of the results of this test a student was advised to take the language in which he or she was most likely to succeed. This is not an attempt which will ever relieve the teacher of the responsibility for finding success for each student in the class, but it may well result in a successful study of a foreign language until it becomes a second language.

* * * * *

Music we should like to have as another language for all of our graduates. Last year's second grade, stimulated in part by the High

School's production of "Patience," wrote and produced an opera of their own based on a story they knew, retold in poetry, and then put to music and to dance. The fourth, fifth, sixth and seventh grades formed a chorus composed of those most interested in singing, and the Middle School chorus worked both with Mrs. Dose and Mr. Allison. In the High School the A Cappella choir, the Ensemble, and the Chorus sang often enough and well enough to demonstrate a growth in knowledge developing from the simpler music sung by the younger children to the well-rounded programs undertaken in the high school years. The A Cappella and Ensemble joined with four other schools in a concert in which two hundred fifty students sang together, as well as each of the schools having a chance to present its own selections.

We have wished that all students might have the experience of playing an instrument with others in an orchestra which would allow them to make their precise and exacting contribution to a concert of the whole. It appears now that it is both practicable and invaluable to teach the recorder to each second grader as he comes along, and we have enjoyed the results of this effort both in Morning Exercise concerts and in the use of the recorder in plays produced by the younger children.

* * * * *

The first grade made good progress at reading and found it a joy to express in graphic form their pleasures and interest in some of the stories which they read. A large, brown, wrapping paper mural which they produced gave each of them a chance to paint a picture of a favorite character taken from a story, and the mural was donated to the Winnetka Public Library for use in its summer reading clubs.

We graduated twenty-nine students to such colleges as Mills, Miami, Principia, Mount Holyoke, Smith, Vassar, Colorado, Cornell, Wesleyan, Haverford, and Lawrence. Each of these colleges was carefully chosen as the institution where an individual was most likely to grow in the direction of his or her ambition. Reports trickling in at the time of the printing of this report suggest that the members of the class of 1957 have chosen well.

* * * * *

The heart of the school from year to year remains its faculty. These men and women carry at once the most demanding and the most fascinating burden. It is they who direct a student's attention, they who hold a basic standard of work before the student, they who show him the rewards of intellectual effort, and in the ideal state it is they who catch a youngster's interest and start him in a field of inquiry which becomes a lifelong companion. Last year several teachers were drawn to other fields: two who were married will leave Winnetka but will teach elsewhere, one went to another school, and David Munro Jackson was appointed head of the Laboratory School at the University of Illinois, making him the eighteenth in our history to leave our faculty to become head of a school.

Responsible Men and Women

The school has long believed that knowledge in itself was not enough to assure a responsible citizenry and so has designed its program to include experiences to help youngsters develop both a recognition of their places in a social structure and an understanding of social values.

The faculty council, acknowledging the simple fact that throwing younger children to-

gether with older ones is not necessarily a beneficial experience, came up with a plan which contributed much to the success of our fall and spring work-days and to our Christmas party. Apparently a relationship between an eighth grade boy's group and a first grade can be successful, while we know that the same age boy does not work as well with some other age groups. In a group of varying ages, working successfully together, each may profit from discovering the strengths and limitations of the other.

* * * * *

Three Lower School children went regularly throughout much of the year to the High School laboratory to work with the High School chemistry teacher: a small number of people but an experience important to each of the three students and a further step in the line of communication between the Upper School and the Lower School.

* * * * *

The flavor of Morning Ex was again that of a few people sharing with the whole group such important themes as the great and precious heritage of freedom which the sixth grade explained at Thanksgiving time, or an experience in the Middle Ages in a play written by the sixth grade complete with melodramatic plot, castle walls, warring knights, and catapults. The extension of a daily experience to the more formal dramatic performance probably showed at its best in the opera "Patience" and in the senior class play "The Curious Savage." In this last, a group of boys and girls about to graduate showed their ability to handle the producer's problems and the author's intentions at an unusually high level of excellence.

In athletic competition with other schools, the girls played twenty-five games, winning nineteen, tying three, losing three, for a "batting average" of .909; the Freshman-Sophomore boys won twenty-four out of thirty-eight for an average of .631; the boys' Varsity won twenty-seven out of forty-four for an average of .613. The baseball team shared the championship of the Private School league with another school.

* * * * *

When it became clear that a revolt in Hungary last October was a real effort to win freedom, there was an immediate and long-lived reaction. A small office was given over to sorting and packing what was brought for shipment to refugees. For weeks there was quiet, continuing effort to contribute from afar a little bit to ease the lot of those whose homes had been shattered by force.

The Alumni Association

More and more the alumni play an active part in the life of the school because they are larger in number, older in years, and better organized than they have been in the past. Four of them sit on the Board of Directors, and the President of the Association comes to all meetings as an ex-officio member of the Board. During this last year the alumni fund, in its initial effort, raised a total of $4780 from 21% of the alumni. This financial support is comparable to an endowment of $95,600 invested at 5% and therefore obviously a most consequential figure.

In April the printer delivered the first alumni directory. After many months of work, Jean Talley, Franklin Bowes, and William Benoist could tell us where to find 1489 of those who had left the school. More than that, only thir-

teen are "lost.". To the three who spent the many weeks working on this book we owe a large debt.

New Directions

We have continued to see an increased use of our plant and grounds. This summer for eight weeks, over four hundred youngsters shared in the activities of the Day Camp, now in its fourth year under the direction of Mr. McCarty. These children came to a program which included games, swimming, music, arts and crafts, and such other activities as promise to develop them socially and physically.

This summer we began another summer session to assist those families who wanted academic work for their children. In individual tutorials and in groups never larger than four, these children worked on the "3 R's." A few of them progressed as much as is normally expected in an academic year in one or another of the basic skills. We welcome to this summer school those children who are working at a level below expectation, i.e., the able child who is not living up to his own capabilities.

Material Matters

With a gratitude which can only be spelled out in terms of well-lighted, well-ventilated classrooms housing happy children we paid the last bill on Perry Dunlap Smith Hall. Those of you who have seen the building in the middle of a school day know from the atmosphere in the halls the degree of our gratitude to those who made it possible for us to make this final payment. Much less obvious but important to the health of the institution was the payment of a $39,000 bank loan (all bank loans will have been retired by the time you receive this report).

I should like to recognize here the creation of the Phillip Wyatt Moore, Jr. Memorial Fund. This gift will be held in perpetuity by the N.S.C.D.S. Foundation in the interest of the school.

As we closed the fiscal year 1956-57 in a much improved position, the Board of Directors felt free to contract to increase faculty salaries by $24,000, to budget for $10,000 worth of lighting for the study hall, tuckpointing for Walling, steam table for the lunchroom, and improvement of the heating plant which should take care of the coldest days, and to arrange to repay the N.S.C.D.S. Foundation an immediate debt of $13,000.

Thus we see the fiscal year 1955-56 a happy one in figures, shedding its light on the budget for 1956-57. The expense of maintaining an independent school of top quality is better understood by all of us than it was ten years ago. In our own school we must continue to guard every penny to see that it produces the most in opportunity for children. This means, more specifically, an adequate plant staffed with a great faculty. To this end I see in the years ahead a growing proportion of our funds devoted to faculty salaries.

Parents Association

It would be as difficult to enumerate all that parents did for the school as it would be to overestimate the value of their contribution. In September they arranged a tea and dedication ceremony of Perry Dunlap Smith Hall. Throughout the year they published a monthly bulletin, NOTES, and spread other news through telephone committees; they chaperoned dances and various field trips; they worked in the toy shop, arranged a series of lectures of real value to the students, set up

the football banquet and the senior luncheon, carried on a program of safety education, arranged a succession of art exhibits in the foyer of the auditorium, provided costumes for the opera and other dramatic efforts. To all these accomplishments must be added the activities of many standing committees which arrange and improve our libraries, serve our luncheons, handle the telephone switchboard, and keep attendance records.

In November the Treasure Chest gave the school $6000 which provided funds for the new curtains in the windows of the auditorium, for refurbishing the locker rooms, and further, a substantial sum which was used in retiring our bank loan. It seemed to me that we had hardly swept the floors at the end of the sale when meetings were called for the next year's Treasure Chest. I have come to feel that knitting and sewing for Treasure Chest is an integral part of all parents' meetings.

NATHANIEL STOWERS FRENCH
Headmaster

Financial Statement

INCOME AND EXPENSE	1955-56	1956-57
Income:		
Net Tuition Income	$212,502	$257,987
Other Income	8,221	19,891
Total Operating Income	$220,723	$277,878
Expense:		
Salaries and Benefits	$198,874	$221,698
Educational Expenses	4,156	4,662
Administrative Expenses	13,100	10,600
Operating Expenses	31,316	33,570
Maintenance Expenses	11,964	9,071
Total Operating Expense	$259,410	$279,601
Net Operating Deficit:	$ 38,687	$ 1,723
Capital Expenditures:	$ 5,347	$ 21,235
Total deficit before contributions	$ 44,034	$ 22,958

* * * * * * *

During the fiscal year 1956-1957 contributions and gifts were given to the School as follows:

Scholarship and Education Fund	$28,958
Development and Debt Retirement Fund	$59,408
Total Contributions	$88,366

When these contributions of $88,366 are applied against the deficit of $22,958, the result is a balance of $65,408. The accounting of this balance is explained in the statement below:

SOURCE AND APPLICATION OF FUNDS

Funds Provided:	
Gift balance	$65,408
Increase in deferred income, loans, and non cash expense items	34,041
Total Funds Provided	$99,449
Funds Applied:	
Completion cost of Perry Dunlap Smith Hall	$52,180
Reduction of Bank Loans	39,000
Decrease in other School Funds	711
Total Fund Applied	$91,891
Working Capital Created:	**$ 7,558**

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XX December, 1957 Number 3

CHRISTMAS WEEK

A basic tenet of our teaching philosophy at North Shore Country Day School has always been to attempt to provide an opportunity for each student to develop the very best that is in him. To this end, our traditional Christmas celebration is designed to tap his intellectual power and to arouse his social consciousness. It is in the latter area that the Christmas Week celebration is more pertinent. In a setting of great art, the student is made aware of his cultural and spiritual heritage. Let us examine, then, the elements of the week to see how they foster this awareness of man and his society.

Central to the thought of man as a social being is an understanding of our society as a product of the whole stream of Western Civilization, a civilization shaped in great measure by the Judean-Christian concept of monotheism. Inextricably intertwined with this concept is the Messianic tradition. Therefore, it seems right and proper that our school should celebrate the most significant and dramatic of our spiritual traditions, the birth of Christ.

Richness of educational experience can be deduced from the variety and scope of the specific programs during Christmas week. It will be seen, upon more careful scrutiny later, that the approach taken in working them out is one involving both intellectual and spiritual understanding. In good teaching, the details of such things as learning harmony, mixing colors, memorizing lines, and all the other steps to completion of an artistic job, are not allowed to obscure the larger picture. This picture is one of excellence, greatness, ideal. If, in learning the tenor part in *The Messiah* or painting and staging a tableau in the style of Michaelangelo, a student catches a glimpse of the divine spark implicit in genius, then teaching has reached its zenith. In this respect, Christmas Week is an unparalleled opportunity. The student participant is deluged with the great music, art, literature, and drama that was inspired by the Nativity. Some of it, consciously or unconsciously, will bring him closer to an appreciation of greatness.

Beginning the week, Mr. Smith, our Headmaster Emeritus, revives that most delightful of entertainment forms, the art of reading aloud. Dipping into the rich lore of Christmas stories, he recreates another world for his audience, through the

medium of great literature. From Dickens to Dylan Thomas, authors have written about their Christmas experiences. The sharing of their thoughts with us is an important part of our celebration.

During the Victorian era, tableaux were considered to be an excellent family project. We have transferred their use to the school family to help in our Christmas Week observance. This year the Art Department is presenting the conventional story in a rather unusual way. Each of the scenes is to imitate a certain style of art. For example, the "Annunciation" is to be staged in the Renaissance style, the "Shepherds in the Field" in the Gothic style, and the "Three Kings" in the Byzantine style. Completing the program will be the "Nativity" and "Choir Boys" styled realistically. The opportunity for growth in the field of art should certainly be broadened through the study and work on these projects.

Music is, of course, vital to the scope of our Christmas celebration. Every program during the week is enhanced by Christmas music of the great composers. The use of music is particularly significant as a background for the tableaux. As each scene unfolds, an appropriate selection is sung from the balcony of the auditorium. As the scene fades, the music dies away giving a feeling of unity and completeness. Music is also heavily relied upon to add to the effectiveness of the Christmas play. Climaxing its participation during the week, the Music Department presents a program of its own with a concert by the high school chorus. The music of *The Messiah* is being featured this year, with the choruses "And the Glory of the Lord", "Glory to God", "O Thou That Tellest Good Tidings to Zion", and the "Hallelujah Chorus" making up the program.

The spirit of sharing is the keynote of the Christmas Party. This is a time when the whole school gathers in the gymnasium in a party mood and meets Santa Claus. A senior girl reads *The Night Before Christmas,* and at the appropriate time, Santa arrives. The upper and lower schools combine to dance for him, during which the smaller children have a chance to chat with him. At this program, too, reports on the toy shops are given.

The climax of the week is the afternoon program when the Christmas play is presented. The whole tone of this hour heralds Christmas in a most telling way. The processional and opening anthem set the stage for the prophecies from Isaiah, read by a senior boy. The Christmas story as told by St. Luke and St. Matthew is read by children of the second grade. A choral group of lower and middle school children sing some Christmas selections. Finally, the ninth grade presents the play, this year to be the favorite, *Why the Chimes Rang.* Since the drama is such a synthesis of all the arts, it seems fitting that this should climax the week. The Art, Music, and Drama Departments all contribute to the production of what is a rewarding activity for cast and audience alike. The recessional and the faint strains of *Silent Night, Holy Night* in the foyer close the program.

We have seen, in this examination of the various programs of Christmas Week, that student and teacher alike are enmeshed in enriching experiences. We will constantly strive to make them even richer and more meaningful. As long as Handel, da Vinci, Bach, and Michaelangelo are looking over our shoulders, we will always have examples of greatness we can only imperfectly emulate. To deal successfully with this kind of subject matter, there is needed a certain seriousness, reverence if you will. This approach will be felt more deeply by some students than by others, but each of them has some stirrings of a spiritual nature. His thoughts may take many turnings, but he must wrestle with them until he comes to some kind of inner understanding. If the impact of Christmas Week at North Shore Country Day School is such that it stimulates this kind of thinking, we shall have paid due homage to our most significant heritage.

— Roger C. Hill

TO THE PARENTS, FACULTY AND FRIENDS OF NORTH SHORE COUNTRY DAY SCHOOL

We wish to thank you for your complete cooperation and generous support of the Treasure Chest Sale and the Kick-Off Party. We appreciate the many months you spent in planning, and the many, many hours of hard work you contributed to make the sale a success.

A full financial statement will be sent to you as soon as all the reports from projects are complete.

The Treasure Chest Board

URGENT PLEA

The house committee needs your help! As you redecorate, move, or go through your attic, will you keep this in mind. The school needs and could put to immediate use any of the following articles:

rugs and carpets
bookends
attractive pictures
furniture (in good condition)
drapes (in good condition)
an electric fan

If you are able to spare any of these items, please contact Mrs. Adam Breuer, GL 4-0190. Remember such donations are tax deductible.

COLLEGE REPRESENTATIVES

Representatives from Lawrence College and University of Pennsylvania will be here December 9th to talk to prospective students in the Art Library, 1:20 to 2:00 P.M.

DECEMBER CALENDAR

December 6	Elgin Academy Basketball game, there	7:00 P.M.
December 7	Lower School Toy Shop	1:30 - 4:30 P.M.
December 9	Marionettes "The Webbs"	9:50 A.M.
December 14	Glenwood Basketball game, there	2:00 P.M.
December 14	Middle School Square Dance, Girls' Gym	7:30 - 9:30 P.M.
December 16	Christmas Reading — Mr. Perry Dunlap Smith	10:30 A.M.
December 17	Christmas Tableaux	10:30 A.M.
December 18	Christmas Music	10:30 A.M.
December 19	Santa Claus Party, Boys' Gym	10:30 A.M.
	All lower school children will be dismissed at 11:30	
December 20	Christmas Play	4:00 P.M.

School resumes Monday, January 6th, 1958 at 8:25 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XX January, 1958 Number 4

Upper School Parents:

In the week of January 20 the Upper School will be writing their mid-year examinations. During this period each student comes to school on a schedule which he has worked out with his homeroom adviser and at times may be at home preparing for his next examination. For the older students this is no new experience, but for some it allows a freedom which will be best used if parents and faculty work together to assist the children to use this time carefully.

Students will be required to plan for each of their examinations, and for some review classes and special appointments, but will otherwise be free to use their time as seems wisest to them and their advisers. It has been our experience that those who maintain a well-balanced schedule of work, rest, and exercise do the best work on their examinations. Particularly we urge that the students not be permitted to use examination review as an excuse for cutting down on their normal amount of sleep.

On Friday, January 24, there will be no examinations, except in cases where a make-up test is required. All students will come to school at the regular opening hour for a special schedule but will be free after noon. There will be no luncheon served at school.

We believe that the examination period is more than just a time for measuring student progress; it is a most important step toward the mastery of the material of each course, and it is important training for doing exact work under pressure. We would be glad to discuss any part of it with you.

NATHANIEL S. FRENCH

LECTURE SERIES MID-SEASON REPORT

Financially comfortable (at least for the time being), rather gratified at the quality and scope of its first 4 programs, and already in the first stages of surveying the field and procuring artists for the 1958-1959 season, the Educational Lecture Series committee feels that it would be of value to preview once more the remaining four programs of the present season.

Viewed chronologically, the programs are "The Royal Scots" (Jan. 17), Sheriff Joseph D. Lohman (Feb. 5), and two programs of American Indian culture — Chief Thunder of the Winnebago tribe (March 3) and the Laubin Indian dance team (March 10). Sheriff Lohman's lecture will be given at 8:00 P.M. The others will appear at the regular Morning Exercise time, 9:50 A.M.

The Royal Scots, who recently arrived in the U.S. after an extended tour which saw them appear on stages in more than 28 countries, are a young team who combine their talents in the songs, dances, and folklore of their native land.

Sheriff of Cook County, Joseph D. Lohman is one of the nation's most distinguished sociologists and criminologists. It is doubtful that the Lecture Series could find any man who could discuss more definitely and more positively the problems of crime in the Chicago area. His speech is entitled "Can We Break the Criminal Political Alliance?"

The two Indian programs focus on American Indian lore and music, starting with a close-up of the Midwestern Indian. Chief Thunder, and two Winnebago companions with equally romantic names, will tell tales that grew out of the very lands we live on and will show us the dances of the nearby Wisconsin Indians.

The Laubins, home just reecntly from a world tour, visited Country Day School in 1952 and were received with great enthusiasm by everyone from kindergartners to parents. Their return engagement has been requested for three years. Accompanying their dance program, which combines the best in aestheticism and scholarly research, the Laubins explain simply how the dances express the Indian's feelings about himself and his place in the universe.

THE EDUCATIONAL LECTURE SERIES COMMITTEE

INTRODUCTORY COMMITTEE DISCUSSION

Can you think of anything more in motion than a school? Its activities are diverse and ever-growing; its techniques in educating and developing our children are constantly revised and improved; its students move through the grades and out in steady succession; the school family of parents and children is being added to as new students enter each year. Throughout all this change the philosophies and patterns which distinguish North Shore Country Day School education remain stable.

The understanding of these patterns and the means by which they are accomplished need to be brought forward from year to year. To meet this need, the Introductory Committee of the Parents Association exists. The Introductory Committee takes on two tasks: (1) reiteration of Country Day philosophy to those parents already in the school; and (2) indoctrination of parents interested in the school.

There are 60 or more new families yearly necessary to replace those who graduate or leave for other reasons. With high standards and full enrollment, new students are selected by the Admissions Committee from a much larger number of interested families. The greater the number of applicants, the higher the quality of the student body can be through this selective process. The school and faculty function best with full enrollment, and there is no intention to increase the size of the classes.

All parents are agents of the Introductory Committee when, through friends and other contacts, they state simply, factually, completely and objectively the benefits of the type of education North Shore Country Day exemplifies.

The Introductory Committee is anxious to be brought in contact with any parents interested in the school. Informal meetings with present parents and representatives of the faculty will be arranged.

There are about 100 applications for 1958-59 for the 86 available places. To continue our school in motion and to maintain our high educational standards, the Admissions Committee should have double this number of applicants from which to make next year's selection.

BARBARA BURNELL, *Chairman*
INTRODUCTORY COMMITTEE

UPPER SCHOOL LIBRARY

Our Upper School Library is on the top floor of the High School and is used both as a study hall and the place to keep some 10,000 books. The library was painted this summer, has new classification signs above the shelves, and is waiting for the installation of some wonderful new lights. Next year we hope to rebuild our shelving, making the cases uniform in height and appearance.

The Library Committee is working on a subject card catalogue. In "the dust and silence of the upper shelf", we are finding books to be discarded or replaced. We have sent lists home from time to time, and we hope you can find books no longer needed on your own shelves which will do for the school library. We hope, also, that those parents who have not seen the library will climb the steps to look around.

(Respectfully submitted)
KATHERINE M. DICK

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We are very proud to announce that our Headmaster Emeritus, Mr. Perry Dunlap Smith, was chosen to deliver six lectures in the Lowell Lecture Series in Boston, Massachusetts. These lectures and their speakers receive wide attention in that part of the country. Mr. Smith has delivered three of the six lectures to date. We sincerely hope he will honor us with a precis of one of the six in a future issue of NOTES.

JANUARY CALENDAR

Jan. 11 Basketball Game — Lake Forest — Here ..... 2:00 P.M.

Jan. 14 Basketball Game — Walther Luther — Here ..... 4:00 P.M.

Jan. 17 Scotch Duo, Educational Lecture Series — Auditorium .... 9:50 A.M.
Basketball Game — Luther South — There ..... 7:00 P.M.

Jan. 20, 21, 22, and 23 High School Examinations

Jan. 24 Basketball Game — Francis Parker — Here ..... 4:00 P.M.

Jan. 27 Second Semester Begins

Jan. 30 Community Music Center of the North Shore
Concert for our Students — Parents Welcome ..... 10:30 A.M.

FEBRUARY

Feb. 1 Admissions Testing Date
Basketball Game — Christian — There ..... 1:15 P.M.
Council Dance ..... 8:30 P.M.

Feb. 3 Upper School Parent-Faculty Tea, Walling Hall ..... 3:30 P.M.

Feb. 4 Basketball Game — North Park — Here ..... 4:00 P.M.

Feb. 5 Sheriff Joseph D. Lohman, Educational Lecture Series,
Students and Parents, (reserved seats for this lecture
must be obtained through the office no later than Jan. 22) .... 8:15 P.M.

Feb. 7 Basketball Game — University High — There ..... 3:30 P.M.

Feb. 8 Basketball Game — Walther Luther — There ..... 1:00 P.M.
Middle School Square Dance, Girls' Gym ..... 7:30 - 9:30 P.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XX February, 1958 Number 5

CRAYONS OR BUNSEN BURNERS

The current upsurge of public interest in American education in general and science education in particular makes pertinent an examination of our objectives and activities in science at Country Day. National concern with development of our science program is healthy and much needed, providing we do not lose our educational perspective and establish "crash programs" leading to unfortunate emphasis on technology.

Most statements of objectives for science education can be boiled down to three:

1. To establish and maintain the students' interest in science.
2. To develop in students habits of scientific thinking — being curious, observing carefully, searching for cause-and-effect relationships, describing accurately, being receptive to new ideas, and reserving judgment until sufficient evidence is collected.
3. To equip students with a general knowledge of science; its vocabulary, facts, principles and skills.

It may be that a tendency to overemphasize the last of the three objectives while slighting the first two or treating them merely as means to achievement of the third, is responsible for the sometimes apathetic attitude of American students toward science. It is possible to pour scientific knowledge into students without developing in them much interest or many scientific habits of thinking; the knowledge may last long enough to help the student get into college, or to become a $64,000 ambulant textbook. It may make him hate science. In any case, it is not likely to inspire him to find and explore any new frontiers.

The dictionary gives as one definition of science, "systematized knowledge", and it has too frequently been taught as such, with teachers impressing or boring

students with the volume and variety of that which is already known". The student may dutifully try to stash it all away, or he may think, "Why learn it? If and when I need it, it's in a book." And so it is. The interest and scientific approach are not in the books; they can only be in the people. The challenge is to teach in such a way as to develop interested students, thinking students, students equipped with essential, basic facts and principles.

If we want science in general and particularly basic research to become more attractive to students, we must orient science education toward the unknown, the questions, the frontiers.

To propose that students should not study the already systematized knowledge of science would be foolish, but with an awareness of the unknown, unsystematized, and still shakily theoretical, he will see new meaning in, and real need for, acquaintance with that which is already in the books; the established facts and principles will become stepping stones to future discoveries rather than bricks in a monument to past achievement, and science will come to life as a dynamic and fascinating pursuit.

Frontiers are everywhere for children in the Lower and Middle Schools; what may be solidly established in books is new territory for them which they are led to explore for themselves. North Shore kindergarteners plant seeds and watch them grow, discovering the effects of too much or too little water or sunlight. Such activities as making dye, candles, and jelly raise many questions for the third grade, questions which they answer for themselves through experiment and observation, having a great deal of fun in the process. The fourth graders ferret out through observation and study the differences between classes of animals, gaining experience in organizing and classifying their knowledge. The fifth graders become weathermen, actually making and using their own barometers and anemometers. Middle schoolers discovered with their own dry cells, bell wire, switches and bulbs many facts about electricity — that current will not flow unless the circuit is complete, that an iron or steel core in a coil of wire through which a current is flowing will be magnetized. Perhaps the most important discovery of all was finding that nobody is sure what electricity really *is*, although a great deal is known about how it *works*. Progress in exploration of space, that frontier of the day, has been followed avidly by the Middle School. The eighth grade boys presented a Morning Exercise which despite its Buck Rogers costumes and science fiction setting, re-

viewed the actual facts about achievements so far and the theories about achievements to come in the future. Notebooks house newspaper and magazine articles about current developments in science (medicine, aviation, atomic energy, as well as Sputniks).

These are a few examples of activities through which the lower and Middle Schools have been striving to achieve all three of the objectives stated at the beginning of this article. A great deal of thinking has been going in the faculty as to how we can improve the present science program.

Improving would probably not mean enlarging, in terms of time spent on science, but rather providing still more opportunities for students to *be scientists,* not just students of science. If all of God's children have rulers, crayons and hockey sticks, they should have Bunsen burners, test tubes and microscopes too — and a chance to use these tools in exploration.

GILBERT AND SULLIVAN OPERETTA

Examinations over, the high school started preparing for the March 21st and 22nd performances of this year's Gilbert and Sullivan operetta, "The Mikado." This 39th annual operetta will be presented in the school auditorium at 8:30 P.M. in two evening performances.

Cooperative activity involving everyone in the high school increases the productivity and the interest among the committees that handle finance, costumes, stage make-up, set designing and painting, scenery construction, and publicity. Many others are busy rehearsing lines, tunes, and movements for the musical end of the production.

The "opera" provides experience for almost any form of business enterprise in addition to the cultural pleasures involved in singing.

WILLIAM MCKEE
Publicity Committee

FEBRUARY CALENDAR

Feb. 1 Admission Tests for Applicants.....9:00 A.M.
Girls' Basketball Game — Francis Parker — here .....10:00 A.M.
Christian Basketball Game — there .....1:15 P.M.
Council Dance — Walling Hall .....8:30 P.M.

Feb. 3 Upper School Parent-Faculty Tea — Walling Hall .....3:30 P.M.

Feb. 4 North Park Basketball Game — here .....4:00 P.M.

Feb. 5 Sheriff Joseph D. Lohman — Auditorium .....8:15 P.M

Feb. 7 University High Basketball Game — there .....3:30 P.M.

Feb. 8 Walther Luther Basketball Game — there .....7:00 P.M.
Middle School Square Dance — Girls' Gym .....7:30 - 9:30 P.M.

Feb. 10 Senior Parent-Student-Faculty Meeting — Walling Hall ....7:30 P.M.

Feb. 11 Luther North Basketball Game — here .....4:00 P.M.

Feb. 12 Middle School Parent-Faculty Tea — Walling Hall ....3:30 P.M.

Feb. 14 Harvard Basketball Game — there .....7:00 P.M.

Feb. 17 Lower School Parent-Faculty Tea — Walling Hall .....3:30 P.M.

Feb. 18 Wheaton Basketball Game — here .....4:00 P.M.

Feb. 21-24 Vacation

Feb. 25 Lake Forest Basketball Game — there.....4:00 P.M.

MARCH CALENDAR

Mar. 1 Admissions Tests for Applicants .....9:00 A.M.
Milwaukee Downer Girls' Basketball Game — there .....10:00 A.M.

Mar. 3 Chief Thunder, "Indian Lore of Midwest" .....9:50 P.M.

Mar. 10 The Laubins, "American Indian Dances" .....9:50 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XX March, 1958 Number 6

FREEDOM AND RIGOR

Newspapers, magazines, radio and television have had much to say in recent weeks about the need for greater rigor in our school systems and beneath this outcry lies an argument of a half century's duration within the schools. Once our society accepted without qualifications the old adage, "Spare the rod and spoil the child," but 25 years ago there were strong voices raised against the rod as repressive and ineffectual in developing citizens for a free society. Now once again we find ourselves in the midst of a nation-wide demand for more rigorous standards for an insistence on a greater mastery of academic knowledge. This is a basic argument worth our most careful attention, and should be examined from at least two points of view, that of academic competency and that of personality development.

The loudest voices raised against "the rod" twenty-five years ago sprang from philosophical and psychological approaches to human nature. Among the schools most responsive to these thoughts there developed what we now call the "lunatic fringe" where children were faced daily with a choice to make between those things which intrigued them. The classroom where this freedom to choose became the order of the day was described as the permissive environment, the assumption being that a child was permitted to develop in a manner consistent with his own strengths and impulses. The permission to be one's self has an obvious romantic appeal and suggests a society in which each individual may contribute according to his abilities and his interests; a society in which happiness and love abound. Voices raised against this school of thought made famous the complaint of a child who is supposed to have said to his teacher "Must I do today what I want to do?" They not only pointed out that children were less happy with so much permissive handling but they claimed that character could only be developed through the setting of rigid standards upheld by just and firm adults. The unwillingness to punish misdemeanor seemed to them an abdication on the part of adults, leaving a child without the experience or training needed for a complicated and confusing society.

One simple example of the dilemma may help to explain the current argument. Boys of twelve to fourteen years of age across the nation were then and probably are now visiting Woolworth's 5 and 10 cent stores to pilfer, and later to boast of their prowess. Although I cannot document the statement, I have heard it said by one who should know, that the Woolworth store in Winnetka lost more merchandise through pilfering in relation to its volume of business than any other Woolworth store in the nation. Whatever the exact fact, it is certainly true that pilfering in our community has been common and the real question is, therefore, one of its meaning and its handling.

Clearly the boys of Winnetka did not pilfer from Woolworth's in order to acquire material goods needed to pursue cherished aims. Many a boy who walked through Woolworth's "swiping" odds and ends of goods did so while carrying more money in his pocket than he would have needed to buy twice what he took. We know that he boasted to his friends of his prowess, and we suspect that behind this was more than a simple disire for excitement. He was, in fact, denying the moral code under which he had been raised; and he was probably asserting his independence by breaking this code. It is on this latter point that we may show a difference between the permissive and the rigorous schools of thought.

It is consistent with the permissive point of view to say to the boy that it is common, foolish, and childish to steal from the '5 and 10', to exhort him to grow up in his own way as quickly as possible, to outgrow his pleasure in stealing, and to become a fine young citizen. It is consistent with the extremist in the rigorous school to punish the boy, threaten him with a picture of minor delinquency developing into major crime, and to outline the punishments which will occur on the next occasion of such delinquency. The first young man in essence was told to look at society, to look at himself, and to find a relationship between the two which is appropriate to his own beliefs. He was permitted to find his own course. The second young man was told of a moral society which would accept him only when he became a moral human being, and one which would punish him if he did not soon accept the demands of that society.

There are obvious difficulties arising out of either position. In the first instance there is the abdication of adult responsibility and in the second an indication of impending doom out of proportion to the situation. Most teachers today would take a stand based on a moral and psychological belief which would include the following points: a boy pilfering in the '5 and 10' is rebelling against adult authority, probably in an attempt to establish his independence; such a rebellion demands of him a denial of his own moral code; this denial is, among other things, self-destructive in the degree to which he behaves in a manner unacceptable to himself. It is the obligation of the adults involved to punish the behavior and in so doing to provide for the child an atonement while strengthening what may be termed the conscience.

It is difficult to say to what degree the arguments over permissive and rigorous schooling has affected academic teaching over the last two or three decades. It may be that there has been no close, logical connection but it appears now, as we look back that there has been at least an analagous approach to academic work.

In the middle 30's the most conscientious and awake schools responded to an immense body of data which came from university research. Repeatedly the evidence was published showing that children could perform their arithmetic drills without understanding the processes which they were thereby to have learned; could obtain high scores on spelling tests and misspell the same words in letters and in compositions; could diagram sentences without error and write ungrammatically. The evidence rightly interpreted shows that a drill of such material does not necessarily result in the learning for which it was designed, but again the "lunatic fringe" drew inferences beyond the evidence and maintained that drill had no function to perform.

To state an extreme position, some people maintained that no learning took place unless the student was interested and involved through his interest in an experience which became a part of him.

Under such an approach to learning we have seen far too much of chocolate covered pills. Teachers who counted themselves among the avant guarde were often guilty of devoting long hours to intriguing their students while they moved somewhat irrationally from one project to the next. Probably no single discipline went further in the attempt to intrigue their students than did the social studies. Children began projects dealing with Greek togas, Greek drama, Greek games, but became bored and went on to other areas before discovering the difference between the Athenians and the Spartans, the placement of Greece in the Mediteranean, or tangling with the idea of a benevolent despot. Likewise many a teacher of American History has devoted great care and attention to the romance and the heroism of the American Revolution while omitting the facts and chronology which can only explain it as a reality. In such circumstances there can be high interest without essential truth.

The arguments from those demanding a more rigorous training, in their extreme form, have maintained that there is a knowledge which comes from the difficulty and unpleasantness of learning. In contradiction to those who sought to fascinate their students they have demanded long hours of memorization and recitation which proves that the students accepted the hard work as virtue, the fact as truth. They have built up systems of rewards and punishment which measure the degree to which a student accepts the text and have often imparted as virtue this conformity with their demands. I shudder to think how many of their students have passed the course and vowed never to return to this subject again.

A comparison of the training which comes from the classroom based entirely on interest with that in which the demands are designed to meet the simple requirements of rigor would describe very few real situations for there are only a few teachers who nowadays hold that interest must precede all learning, as there are very few that hold that learning is most valuable when unpleasant. I think we understand better than we did the way in which interest is kept alive with information, and I think we appreciate better the value of interest in memory, and I furthermore suspect that there are few teachers today who confuse mastery and acquaintance with a given fact.

The beginning steps in any academic discipline involve more of memorization than of understanding, more learning than of appreciation, simply because understanding and appreciation in any discipline must be in terms of the basic facts and principles of that discipline. Some years ago Edward Noyes of Yale likened the beginning study of language to the process of digging a well. The first few feet down through the earth must be hard digging and the reward inevitably awaits arrival at the water table level. To give up the digging process before reaching the water amounts to an ideal definition of futility, and this, said Mr. Noyes, was too often descriptive of the study of language in our schools. Today he would find in independent schools almost universal agreement with his thought and a growing proportion of students aiming at a reading knowledge of at least one language.

From the widespread worry lest our schools are raising a well adjusted and ignorant generation there may well come further clarification of the relative roles of interest and required accomplishment. It is not likely that we will discover in our society a reliable method of forcing children to strive for high academic standards but we are increasingly able to show them that our initial demands prepare them to enter fields of learning where knowledge brings its own rewards — where interests which will carry them further do develop.

NATHANIEL S. FRENCH

SPRING VACATION DISMISSAL NOTICE

Dismissal times on Wednesday, March 26, will be as follows: Lower School 12:00 P.M., Middle School 12:45 P.M., and Upper School 12:45 P.M. Lunch will be served to Lower and Middle School children. Regular School transportation will be provided with buses leaving immediately after dismissal.

GILBERT AND SULLIVAN OPERA

Parents, how long has it been since you have seen an opera? Has it been a year, three years, five years? How many operas have you seen since your child has been in school?

North Shore's High Schoolers are going to bring some enjoyment to the ever-faithful parents. The leads have been chosen, the chorus has been selected and the backstage committee members are hard at work. The whole High School is now engaged in song rehearsals, scene building, publicity, or financial operation.

We are going to present the Gilbert and Sullivan opera, *The Mikado*. This opera is about the most colorful of the operas written and scored by Gilbert and Sullivan. Witness such incidents as the Mikado ordering that a trio be boiled in oil because they . . . but come and find out why!

We suggest that you see *The Mikado* on March 21 or 22 at 8:30 P.M. And if any of your friends might enjoy it bring them along and have a night of pleasure and relaxation. And as actors once yourselves you must know that it is a better cast that plays to a full audience. Come see *The Mikado* with your friends and relatives and do tribute to a hard-working cast and crew.

BILL MCKEE, *Co-Producer*

CALENDAR

March 1	Admissions Testing	9:00 A.M.
	Milwaukee-Downer Basketball Game, G.A.A. — There	10:00 A.M.
	Boys' Basketball Tournament, University of Chicago Gymnasium	7:30 P.M.
March 3	Chief Thunderbird, Educational Lecture Series, Auditorium	9:50 A.M.
March 7	Ferry Hall Basketball Game, G.A.A. — Here	3:45 P.M.
March 10	The Laubins, Educational Lecture Series	9:50 A.M.
March 15	College Entrance Board Examinations for Juniors and Seniors, New Trier Township High School	8:30 A.M.
March 20	Opera Matinee, Auditorium	2:30 P.M.
March 21	Opera, Auditorium	8:30 P.M.
March 22	Opera, Auditorium	8:30 P.M.
March 26	Closing for Spring Vacation	
	Lower School	12:00 Noon
	Middle School	12:45 P.M.
	Upper School	12:45 P.M.
April 9	Re-opening of School	8:25 A.M.

NOTES

NORTH SHORE COUNTRY DAY SCHOOL, WINNETKA, ILL.

Volume XX April, 1958 Number 7

PARENTS FUND REPORT

Last November a group of approximately twenty parents was organized by the Parents Association to help the School in its annual task of raising money through voluntary, tax-deductible contributions. The goal that was set for this campaign was $47,000 — to be raised by parents, from parents.

The need for this sum of money was outlined in preliminary letters to each school family as follows: $24,000 for increases in teacher's salaries; $10,000 for imperative maintenance to the School plant; and $13,000 for the retirement of outstanding School debts.

It was estimated that in order to attain this goal, it would be necessary to solicit an average gift of $250 from each school family. Because each parent of the School is officially a stockholder in the corporation of the School, it was felt that a full explanation of the financial status as well as the requirements of the School would be interesting and welcome information.

It was also decided that the best way to tell this story would be through personal contacts with the individual families of North Shore students. The experience in this campaign has proven this guess to be true; for among those parents from whom a definite contribution, pledge, or refusal was obtained, the Parents Fund has an average contribution of $266 per family. This means that in total, the Parents Association has to date been able to raise $36,474.44 for the school. The last tabulation of reports from the volunteer workers show that this amount, which is 78% of the total, has been raised among 54% of the parents. With 46% of the parents still to be contacted, the hope is high that the $47,000 goal will be accomplished during the spring.

It has been heartwarming to those of us who have been working in this campaign to have so many of the parents backing our efforts, and we want to add our expression of thanks to that of the School for your interest and support.

Sincerely,

W. Newton Burdick, Jr.
Christopher W. Wilson
Hunt Hamill
Rollin D. Weary, Jr.
James Ferry, Jr.
William F. Benoist, Jr.
John F. Milliken
Henry A. Gardner, Jr.
Laurin H. Healy
Robert K. Strong

TREASURE CHEST TABLECLOTHS

Our spring lineup is rapidly taking shape for cutting and designing our lovely tablecloths which have been one of our Treasure Chest's finest items. The plan this year is to make them to order as to size, design, etc. The cloths are available in birthday, Valentine, St. Patrick, snowflake, fighting cock, curling, poinsetta, spring garden and cocktail designs. Anyone interested in seeing a cloth please contact Mrs. Kenneth Turner, CR 2-4475; Mrs. C. Laury Botthof, HI 6-6072; or Mrs. John Denson, HI 6-2296. Why not donate one to your favorite club or charity?

KNITTERS — WE NEED YOU!

Would you make a pair of socks or mittens, a cap, or a sweater for the Treasure Chest Sale next fall? We will supply the wool if you wish.

We will also accept orders for specific sizes, colors, etc. Please let us hear from you!

Mrs. S. D. Wyman	HI 6-6650
Mrs. T. H. Reidy	HI 6-5075

CALENDAR FOR APRIL

April 9	School Reopens	8:25 A.M.
April 10	Fifth Grade Mothers' Meeting — Art Library	10:00 A.M.
	Community Music Center Concert — Auditorium	10:30 A.M.
	Baseball — North Park — There	4:00 P.M.
April 12	Baseball — Lake Forest Academy — Here	2:00 P.M.
April 17	Baseball — Luther North — Here	4:00 P.M.
	Eighth Grade Parents' Meeting — Walling Hall	8:00 P.M.
April 19	Frosh-Soph Baseball — Lake Forest Academy — Here	10:00 A.M.
	Varsity Baseball — Glenwood — There	2:15 P.M.
	Middle School Square Dance — Girls' Gym	7:30 - 9:30 P.M.
April 21	Twelfth Grade Parents, Faculty and Students Meeting	
	Grinnell College Glee Club — Auditorium	10:30 A.M.
April 22	Baseball — Christian — Here	4:00 P.M.
April 24	Baseball — Walther Luther — Here	4:00 P.M.
April 26	Council Dance	8:30 P.M.
April 30	Baseball — Racine — Here — Varsity and Frosh-Soph	4:00 P.M.
May 2	Baseball — Luther — There — Varsity and Frosh-Soph	3:30 P.M.
May 3	Baseball — North Park — Here	10:00 A.M.
May 4 and 5	Ensemble and A Cappella Trip to University High School, Champaign-Urbana	
May 5	Baseball — Latin School — Here	4:00 P.M.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes and

May, 1958, Vol. XX, No. 8

. . . THE TEACHING OF SCIENCE

The blast of Sputnik I in October was an ominous roar making a reality of one of man's age-old dreams. As a result, citizens of this country have suddenly concerned themselves with questions pertaining to teaching science in their schools. While this concern is a new one for the average citizen, it has been one of steadily increasing importance ever since World War II to educators, scientific personnel, and executives.

Because of the rapidly accelerated technological progress in the United States in the last few decades, opportunities in the various fields of engineering and scientific development have opened for properly trained young people at a rapidly accelerated rate. In fact, the last four or five years have seen the demand for such services outstrip the supply.

The new technology, the introduction of complex and intricate machinery, and the ever increasing demand for labor saving devices of all kinds have virtually replaced the laborer of yesterday with the electrical, design, mechanical and chemical engineer of today. Simultaneously with this — itself a second industrial revolution, there has also occured a parallel demand that man change his Newtonian concept of time, space, power and energy to conform with implications of the more modern Einsteinian principles.

What is the proper function of the teaching of Science to young people? Is it to be geared to making future scientists by supplying a wealth of information so they may readily continue science courses at a higher level upon graduation from High School? Or should it encompass a larger area of which this is an integral part?

Here at North Shore we have proceeded on the hypothesis that the values of science courses, and of training in the methods of modern science, can be of benefit to all students able to cope with the subject matter of these courses. While these courses must be so designed that the science-oriented boy or girl may grow and be challenged to the limit of his or her capacities, we believe studies in science should provide important understandings for all students.

In the first place, an intelligent student deserves to have the opportunity to feel "at home" in a world of mechanical and conceptual complexity. He deserves to know enough of the basic laws and principles of the world of nature so that

superstition, occult practices and the "magic" of native witch doctors do not satisfy him in his contemplative quests for the affinity of cause and effect. He deserves enough basic grounding in the laws of natural order to project from the known to the unknown and realize that here too law and order must predominate; that chance, confusion, disorder, and irregularity are not the building blocks of any part of his environment.

Most young children show a natural curiosity about the elements of their environment. They become cognizant of, and curious about, these elements in very rapid succession. Every adult is vividly aware of this — of the wide range of questions, the pervasiveness of the compelling curiosity behind them. It is this natural quest for answers which facilitates the development of a science program in the early grades. Some answers are simple and can be given verbally, others are more complex and can be better supplied by demonstrations, while in still other instances the child may be guided beneficially through an experience from which the answer becomes apparent. Whatever the method, the teacher's additional function is to see natural curiosity stimulated and encouraged. In these early years it is important for the child to use his imagination in a creative and logical manner, applying, when pertinent, disciplines already acquired.

One of the activities affording much happiness to kindergarten children has been the planting of seeds, and the observation of the growth of the resultant plants. Another has been a consideration of how a bird builds its nest. In the second grade construction of a "spider house" to facilitate a study of spiders and their habits proved interesting and informative.

By the time pupils enter Middle School we find it helpful to exploit further the techniques of experimentation, observation and the logical consideration of observations. Here questions are still asked, but they are characterized by a greater degree of sophistication. An awareness of the relationships of the different sciences begins. For example, the planting of a seed is no longer merely a matter of covering it with earth. There is the realization that many factors are involved. What kind of soil is to be used? What substances — chemicals — must be present for good growth? It is realized that various plants require varying amounts of sunlight, that requirements for moisture and temperature also vary. Consideration of these variables leads to soil testing, experimentation with plant foods, and the use of control plants to measure relative effectiveness of techniques. Other topics eliciting active response include the uses of magnetism, the effects of current electricity, and the effect of air pressure on the boiling point of water. Problems in each area offer opportunities to plan, test and evaluate a variety of methods.

By the time a student reaches high school, he finds concepts learned in one subject matter field "cross-over" into other subject matter fields. For example, the color test for starch in Biology, with only slight modification, becomes the test for free iodine in Chemistry. Also, a study of the kinetic theory of the structure of all matter in Physics is a springboard to a more complete understanding of the gas laws in Chemistry.

By studying these three science fields, a student makes a start in understanding much of the physical and biological world about him. Why, for example, is he not the sole survivor of five babies, as would have been the case had he been born before the day of Pasteur, Koch, and Jenner? What is the nature of vaccination and how has its discovery and use made him safe from many crippling or even fatal infectious diseases? How are crops raised and protected from injurious insects so man may have vitamin rich food? What are vitamins? What are the facts dealing with aspects important to his daily life — nutrition, degenerative disease, body psychology, heredity, to name only a few. Or, within the physical sciences: How are metals extracted from the earth and fabricated to make our "abundant life" possible? Why do electrons encircling atomic nuclei determine the product of chemical reactions? Further, how do these same electrons account for the operation of our radio and television sets? How do they do electronic billing for a merchandising or manufacturing establishment?

Memorization of factual material will not alone answer these questions, solve problems, produce new theories, nor extend frontiers. It is an important first step, but recognition of events within factual material which are related may provide a hypothesis from which a theory, principal or law may be derived. In the science laboratory the student has an opportunity to demonstrate his ability to perform experiments which verify principles discussed in the classroom, and thus impress upon himself the essential truth of concepts involved. Able students frequently show interest in devising their own experimental procedures.

A science program throughout the school designed to help children develop capacities for critical thinking should materially assist them to be intelligent and effective citizens.

WILLIAM W. TALLEY
JOSEPH A. LICATA

. . . MAY DAY 1958

May Day this year falls on May 9th.

The May Day Morning exercise will begin at 10:45 and will be given by the Lower School.

Following the play there will be a procession of the students to the green east of Dunlap where the May Queen will be crowned. The Queen and her attendants will be honored by dances and songs. Following the celebration the whole school will picnic on the green. The picnic lunches are to be brought from home and parents and their friends are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any colour is acceptable. All children should bring sweaters in case the weather becomes chilly.

K. LANDON

If you have violins, any size, cellos, or other musical instruments that are stored away and not in use, the Lower School Music Department would be most grateful to have them for use in class instruction.

THEO. DOSE

Your editors of NOTES have been thinking that after seventeen years with the same format it was time for a face-lifting. Mr. Brauer of our Art Department has designed the attractive new heading making its debut in this issue. We are most grateful to Mr. Brauer and hope you will agree with us that it has added a new sparkle to our monthly bulletin.

MARTHA MITCHELL
DOROTHY TURNER

. . . MAY CALENDAR

May 2	Baseball — Luther South — there	3:30 P.M.
	Varsity and Frosh-Soph	
May 3	Baseball — North Park — here	10:00 A.M.
May 5	Baseball — Latin — here	4:00 P.M.
May 8	Baseball — Lake Forest — there	4:00 P.M.
May 9	May Day	
	Baseball — Racine — there	3:00 P.M.
	Varsity and Frosh-Soph	
May 12	Baseball — Christian — here	4:00 P.M.
May 13	Baseball — Luther South — here	4:00 P.M.
May 15	Baseball — University High — here	4:00 P.M.
May 17	College Entrance Examination Boards for Juniors	
May 20	Baseball — Lake Forest	
	Frosh-Soph — here	4:00 P.M.
	Varsity — there	4:00 P.M.
	Lower School Parents Meeting — Walling Hall	8:00 P.M.
May 23	Senior Play — Auditorium	8:30 P.M.
May 26	Executive Committee Meeting of the Parents Association — Walling Hall	8:00 P.M.
May 27	Baseball — Timothy Christian — there	4:00 P.M.
May 28	Lower School Picnic (held at school)	6:00 - 8:00 P.M.
May 30	Memorial Day Holiday	
	Baseball Game Here	10:00 A.M.
June 6	Lower School Closing Exercise	10:45 A.M.
	Lower School children will be dismissed at 11:40 (no lunch at school)	
	Eleventh Grade Picnic	

The North Shore Country Day School Winnetka

notes

June, 1938, Vol. XX, No. 9

. . . IS ANYBODY AT HOME?

As we approach the end of the School year, the inevitable backward glance provides a sense of work well done, a view of young minds stretching to understand, of young bodies growing in stature and in strength. With the close of School education does not stop, of course, and I should like in this final issue of Notes to direct your attention to only one of the paths to learning without appearing to have forgotten that there are others of great importance to be followed during the summer. This seems to me to be a moment to ask the parents of students to think about the importance to their children of a wide reading experience while they are at home this summer.

Essentially, reading is a communication between two minds: that of the author and that of the reader. The experiences through which the author leads his readers become almost inevitably a part of the mind of the reader. What is written out of the mind of one man becomes the property of all who care to read, and it is hoped, therefore, that our children will read works which have come from the greater minds. That is not to say that children begin with Plato, Shakespeare, and Emerson. The body of experience necessary to appreciation of our greater books is immense, and we must begin with volumes that are appropriate to the experience of the reader. Many of you will remember the joy with which you read A. A. Milne's *Winnie the Pooh* to your children. I think particularly of a moment when Pooh knocked on Rabbit's door —

"So he bent down, put his head into the hole, and called out:

'Is anybody at home?'

There was a sudden scuffling noise from inside the hole, and then silence.

"What I said was, 'Is anybody at home?' called at Pooh very loudly.

'No!' said a voice; and then added, 'You needn't shout so loud. I heard you quite well the first time.'

'Bother!' said Pooh. 'Isn't there anybody here at all?'

'Nobody.'

Winnie-the-Pooh took his head out of the hole, and thought for a little, and

he thought to himself, 'There must be somebody there, because somebody must have said 'Nobody.' "

In such dreaming the mind of an author awakens that of a reader to the sort of speculative thought which is needed to fit together the mosaic of one's experience.

In the relationship between an author and a youthful reader there is a precious opportunity for a youngster to see and to live with people of his own age, and with them to face problems, adventure, and joys not unlike those which he finds in his own life. Mark Twain has taken thousands of us through adventures of love, fear, hate, and sorrow while we hid in a cave along the Mississippi, or floated on a raft down that great river. How often could you find a neighborhood boy willing to pay half of the precious contents of his pockets for the right to mow a lawn with your new power mower.....how different is this from whitewashing a fence in Hannibal two generations ago?

Most of all, summer reading should provide children with a fuller appreciation of the romance of life, but this need not come entirely from fiction. I recently borrowed from one of our students two volumes edited by James Bryant Conant — entitled *Harvard Case Histories in Experimental Science.* In the introduction Conant says of these books, "The purpose.....is to assist the reader in recapturing the experiences of those who once participated in exciting events in scientific history." And in the text one finds such things as a translation of Pasteur writing in 1857, "But as often happens in similar circumstances, my work grew little by little and deviated from its original direction in such a way that the results I am publishing today seem alien to my previous studies." The romance of this kind of work and thought has a tremendous appeal, a great educational value, and could be repeated through innumerable analagous volumes.

As there is romance in science so there is in many another field, especially when one is privileged to follow the working of an important mind. Perhaps the most frequent of such opportunities takes place in biography where the choice open to the reader is unlimited. John Mason Brown's *Daniel Boone* will carry many a fifth grader into the frontier wilderness. Catherine Drinker Bowen has given us a chance to see a great mind on the Supreme Court in *Yankee from Olympus.* Or we may choose between several of Carl Sandburg's poetic pictures of Abraham Lincoln. Such volumes as Erica Andersons's *World of Albert Schweitzer* invite us to live momentarily with contemporary greatness, and in these moments to move a little in the direction of greatness.

There is another important approach to make to the value of reading and this is quite simply the matter of building a vocabulary. For the most part our vocabularies come from chance experience with words either spoken or written, with new words taking on their proper meanings without a conscious effort on our part to learn precise and general definitions for them. For instance, not long ago there

crept into the national vocabulary the word "egghead" which presents for all of us an immediate meaning, but I venture to guess that most of us would find it easier to define this word by example than we would to state its precise meaning. We seem to have used this word and to have heard others use it without having made the effort to give it an exact definition, and this I believe to be the way children most commonly add to their vocabularies. In a recent discussion with the 10th grade boys we attempted a dissection of the experience which stands behind the word "sympathy", a word which is common in the vocabulary of most lower school children. After making it clear that "sympathy" is either a written symbol or a sound symbol for a reality, the boys made an examination of the situation which the word describes.

It is immediately clear that "sympathy" describes a state of mind within an individual, and equally clear that this state of mind is aroused by another individual or an animal, apart from the person who feels the sympathy. Therefore, it is a feeling within one person describing his relationship to one or more living beings. Further examination of the meaning of this relationship or the nature of this relationship suggests a feeling for another which has come of the elements of pity and some of the elements of love. It seemed that we were approaching a clear definition of the reality which is summed up in the term "sympathy" when one of the boys suggested the possibility of sympathy for a group of people — the Hungarians in Budapest a year ago this fall — thus bringing into the possible meanings of the word, the thought that an emotion aroused in an individual may apply not only to something as immediate as a cat or a neighbor stricken with a serious illness, but also to a group of people whom one has never seen.

This little exercise was stopped by the bell marking the end of the period. They might well have gone on to examine the use of this word "sympathy" to refer to the way in which one vibrating piano string will set others in motion, or the biological fact that the secretions of one gland may affect the workings of another quite remote in location or even in primary purpose.

Perhaps this will seem to you a labored example, and I use it quite consciously to point out the wealth of experience that lies behind the understanding of such a common word as "sympathy". It is my conviction that this experience can best be had through reading.

And so I urge you to devote some thought to the weeks ahead and to plan days for your children in which it will be easier for them to read than to avoid it. If they read less than the best books they are at least gaining a facility with words, and gaining some of the background which will allow them later to undertake a reading relationship with great minds. There is no wealth greater than knowing men at first hand who have given as much as Pasteur to medicine, as Holmes to Law, as A. A. Milne to poetry.

—Nathaniel S. French

. . . THE ALUMNI ASKS PARENTS

Did you know that there are 1,532 living alumni of The North Shore Country Day School and that these alumni live in 420 towns and cities in 43 states, 3 U.S. possessions, and 12 foreign countries?

Did you know that the Alumni Association is in regular contact with all but 12 of these alumni and that each of the 1,520 members have a copy of the 158 page Alumni Directory?

Did you know that the Alumni Directory took 2 years to compile, and succeeded in locating more than 400 alumni who were previously listed as "lost" on the School records?

Did you know that the Alumni Association organizes and runs an annual fund raising campaign among its members to raise money for such things as plant improvements and teachers' salaries.

Did you know that there are 53 couples within the Alumni Association in which both husband and wife are graduates of the School?

Did you know that 22 of the alumni are now parents in the School and that they have 51 children enrolled at North Shore?

Did you know that the Alumni Association represents graduating classes that had as few as 4 and as many as 61 members, and that the Class of 1958 has already been signed up and oriented into the life of an active and participating Alumni Group?

. . . TREASURE CHEST COOKBOOK

Gourmet and gourmand, share your secrets with the second grade. A Cookbook is our goal, and we need recipes from all of YOU.

Our publication date is Treasure Chest, but our recipe deadline is June 15. So be you parent, teacher, student or friend send us your favorite recipes (tried and true, please), and this Cookbook will be a TREASURE for one and all.

Please send your recipes to:
Mrs. Irving Wilson
4264 Bobolink Terrace
Skokie, Illinois

Let us know if we can use your name. Remember, the success of this Cookbook depends on you, so won't you help us, please.

Mrs. John LeBolt
2nd Grade Chairman

. . . IMPORTANT LIBRARY NOTICES

A few months ago, *Goode's Atlas* was reported missing from the Middle School Library. Since all reference books are used continually for research, this loss has worked a hardship on both students and faculty. If all Middle School parents would check their bookshelves to be sure that a studious son or daughter has not inadvertently brought this *Atlas* home, the Middle School Faculty would appreciate it.

—Sally Bolster

* * * * *

Will *ALL* parents please check for any books that belong to the School, and return them before June 12 (June 6 for Seniors). Parents will be billed for any books their children have failed to return.

—Stephanie Wishart

. . . MAY DAY

On behalf of the sophomore girls and boys, as well as myself, I wish to extend my warmest thanks to all the students, faculty members, and parents for the valiant help they gave us on May Day.

The particularly rich donations of flowers helped to create a festive spirit. For the first time in three years the queen could be crowned on the green. Judy Cranage and her attendants, Linda Porter, Mig Hardy, Judy Burdick, and Judy Brew, held court and were celebrated by songs and dances.

Our special thanks go to Mrs. Marling, our very efficient costume chairman, and to Mrs. Sheesley, who helped us decorate the throne.

—Karla Landau

. . . JUNE CALENDAR

June 4-6 Final Examinations for the Upper School

June 6 Lower School Closing Exercises ..... 10:50 A.M.

Middle School Closing

Sixth Grade Picnic, Tower Road Beach ..... 6:30 P.M.

Eleventh Grade Picnic, at the home of Mr. and Mrs. Wesley H. Loomis III, 2323 Pebblefork Road, Northfield ..... 6:30 P.M.

June 9-10 Final Examination for the Upper School

June 9 Middle School Luncheon for students of grades 5, 6, 7, and 8 and Parents of Eighth Grade students ..... 12:30 P.M.

Seventh Grade Picnic, at the home of Dr. and Mrs. Carl Davis, 68 Park Lane, Golf ..... 6:30 P.M.

Eighth Grade Picnic, 771 Sheridan, Winnetka, in case of rain 1108 Chestnut, Wilmette ..... 6:30 P.M.

June 10 Ninth Grade Picnic, North Shore Yacht Club, Highland Park ..... 6:30 P.M.

June 11 High School Clean-up ..... 9:00 A.M.

Senior Luncheon for students of grades 9, 10, 11, and 12, Board of Directors, and Parents of Twelfth Grade students, Lunchroom ..... 1:00 P.M.

Stunts: Auditorium ..... 2:30 P.M.

June 12 Classes until 11:00

Commencement rehearsal, Auditorium ..... 11:00 A.M.

Tenth Grade Picnic, at the home of Mr. and Mrs. Stewart Boal, 701 Sheridan Road, Winnetka ..... 6:30 P.M.

June 13 Classes until 10:30

Commencement rehearsal, Auditorium ..... 10:30 A.M.

Commencement, Auditorium ..... 3:30 P.M.

Senior Picnic, at the home of Mr. and Mrs. James O. Heyworth, Old School Road, Libertyville ..... 6:30 P.M.

June 14 Junior Prom, Boys' Gym ..... 9:00 P.M. to 1:00 A.M.

Sept. 11, 1958 School Reopens

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

October, 1958, Vol. XX, No. 10

. . . CHALLENGE AND RESPONSE

Throughout the years a great many people have argued that the crux of society, or of the individual's survival, lay in the manner of response to challenge. Not the least among these debators is a recent arrival in the field. Arnold Toynbee, the British historian, asserts that the history of civilizations is described in the ability of a people to meet the challenge of the age in which they live, pointing out that the flowering of a culture comes as a group meets the immediate demands for food and shelter and then finds time and energy for literature, for drama, for music, only to be challenged again by the threat of an invasion from another less fortunate area.

This threat to a successful venture is not something which Americans deplore. On the contrary it has been a central theme in our national history from the days of the Pilgrims, and remains a facet both of our national and our individual lives. The Puritans who settled in Massachusetts Bay faced not only the problems created by the struggle for food, shelter and clothing, but were constantly vigilant lest the forces of evil grow to such proportions as to kill their hopes of creating a haven for the good of the "new world". To succeed in his culture he was a hard worker in his fields and a devoted communicant in his church. To neglect either of these challenges was to fail and those whose mark was strong enough to filter down to our times were those who successfully met the requirements of their own period. Thus, what we have as our heritage is the story of those who fought the battles of economic scarcity while jousting with the omnipresent devil.

Today's children must be prepared for a world which will present them with a great many unsolved problems and a school master's speculation on this struggle brings two thoughts to mind: a challenge to breed the greatest strength must be neither too great nor too easily met, and secondly, to make the greatest contribution one must accept the challenge laid down by the best in our culture.

A jungle gym is an intriguing piece of apparatus to children of various ages, but its value lies in the experience it provides for those who find it difficult to conquer. Climbing up into it may become a major effort for a four year old, or climbing to the top of it may require mastery of fear of height for a five year old; playing follow-the-leader through the jungle gym allows children to measure themselves against the gym itself and against the performance of others in the same age group. All this may seem trivial but in the experience of a youngster it can be of great importance and it is obviously closely analagous to the challenge provided in games which all ages play. In both instances there has been a careful mustering of the individual's power, an active effort to reach a goal requiring intellectual, emotional and physical co-ordination.

While it seems to be normal for all of us to accept and to enjoy the testing of one's self in sport, only a part of society looks at the vulgarity and injustices of our times as an appropriate and demanding challenge. The refinement of man's interests and abilities is a proper concern of families and schools and it is here that one measures most pertinently the influence of adults upon youngsters.

While a jungle gym is still an interesting challenge to a five year old, he begins to hear from all sides of the mysteries and joys to be found in books and by the time he enters the first grade he asks for solid work in order that he may put aside the childish play of kindergarten and begin the business of life by beginning to read. This is an almost universal feeling and it is a strong and active force upon which a teacher builds. It is significant that six year olds feel the importance of learning to read and will work long hours in learning how to do so, for they make this choice without having known what the ability will bring them; in other words, children entering first grade have been led by their teachers and their parents to treasure and to work for the knowledge of how to read. This is a clear instance of a child accepting a challenge with a response which is more than casual and often demands of him effort which is more than comfortable.

In a school such as ours we can and do count on families to make clear to their children the difference between the trivial and the worthwhile, the vulgar and the fine, but we also accept as a school a considerable responsibility in this realm. Since the tools of learning are found in the academic disciplines our first commitment is to these fields. Nor will we be satisfied with skills, techniques and methods. There is a vast difference between a scientific training which will adequately prepare a laboratory technician and an education in science which will equip a young man or woman for creative scientific work. The skills of the technician are the brush and palette of the scientist who works in the realm of ideas. Or, as in a literary endeavor, a vast acquaintance with human sentiments is a prerequisite to an enjoyment of Shakespeare.

The finest of human feelings are often expressed in the great art of a culture and for this reason the school has given a central position to music, drama, drawing and painting. We not only offer but require of all students successive years of work in the arts for by so doing we lend our influence to the proposition that the best in our culture will only be preserved and encouraged by those who know what it is.

Thus we challenge our youngsters to equip themselves with the basic tools of learning and to make a strong entrance into the bodies of knowledge which will allow them to discriminate between the great and the spurious. Because they know a little, and because they know we care a lot, we expect from them a response which will contribute towards a better world even though the required effort be immense.

. . . EDUCATIONAL LECTURE SERIES

The Educational Lecture Series, founded informally in 1940 to bring culturally and educationally worthwhile personalities to both the student-parent-faculty family at North Shore Country Day School and to the entire community, will again bring us a series of programs during the 1958-1959 school year. A Parents Association venture for the past ten or so years, the last three under the chairmanship of Mrs. Ralph A. Trieschmann, the ELS has brought speakers and groups ranging in fame from Carl Sandburg and the Don Cossacks to little-known but decidedly valuable scientists, businessmen, and professional men.

Operating somewhat counter to normal procedures, the ELS will be financed this year entirely from last year's income; there will be no drive for subscriptions this year, and all programs will be offered free of charge. Parents and friends from the commmunity are invited to join the student body at any or all of the five programs remaining in this year's Series (A program on earth satellites was presented on one of the opening days of school.) All programs are scheduled for 9:50 a.m. The remaining dates are as follows:

October 3 Frank Schildt
European Folk Music

November 10 Carter Davidson
Foreign Affairs Are Your Business

January 8 Col. Arnold Maahs
India Today

February 3 Up 'N Atom
Atomic Energy and Electronics

Date to Be Announced Dr. Albert Schatzel
Astronomy

THE EDUCATIONAL LECTURE SERIES COMMITTEE

. . . FACULTY PLAY

The Faculty of the North Shore Country Day School is giving a play this year for the Benefit of the Scholarship Fund. Performances will take place Friday and Saturday nights, October 17 and 18, at 8:30 P.M.

The play, *See How They Run,* by Philip King, is a farce that has had wide popularity during the last few years.

Tickets, at $2.00 may be obtained from any Faculty member or through the school office.

. . . COLLEGE REPRESENTATIVES

The following colleges will have representatives visiting the school in the near future. The appointments will start at 1:30 P.M. except for Skidmore which is scheduled for 12:45 P.M.

October 3 Miss O'Connor of Lawrence College

October 6 Miss Maple of Scripps College
Miss Garrett of Skidmore College

October 9 Mr. Fletcher of Colorado College

October 15 Miss Hersey of Bennett College

October 20 Mr. Murray of the University of Denver
Mrs. Lovejoy of Jackson College for Women (part of Tufts)

November 1 Mr. Steerman of Westminster College

. . . TREASURE CHEST SALE

Dear New Parent:

No doubt there has been a question in your mind as to what the "Treasure Chest Sale" is.

In 1952 Mrs. John T. Pirie II, who was well aware of the many needs of the school for which there were no funds, organized and conducted the first Treasure Chest Sale.

Since that time, with a large corps of mothers representing each grade in the school, the Treasure Chest Sale has become a year long project culminating in a one day sale which produces a generous contribution to the School.

Some of the benefits which North Shore Country Day School has enjoyed from the proceeds of Treasure Chest Sales have included camera equipment, partial retirement of the mortgage on the Perry Dunlay Smith Hall, new drapes and Hi-Fi equipment for the auditorium.

This year the sale is to be held on Saturday, November 15th in the boys' gym. Details of the grade projects will be found in the flyer enclosed with this issue of "Notes".

Mr. and Mrs. William J. Groves have generously opened their home for the Kick-Off party to be given on Friday, October 24th. Don't miss this gay event which will launch the Treasure Chest Sale!

Whether new or old, we need all parents' participation to make this venture a success. This is a wonderful way to become acquainted in the school.

Your grade needs your help, but if some other grade's project appeals to you more, don't hesitate to call that chairman.

If you have any questions or helpful suggestions, we will welcome them.

Please help us to make the 1958 Sale a Success!!

DOROTHY M. BURDICK
(Mrs. W. Newton Burdick, Jr.)
Treasure Chest Sale Chairman

. . . WANTED

Your irresistible cakes, pies, cookies, fudge for
THE BAKE SALE, SATURDAY, NOVEMBER 15

This year it is an all-school event to make extra money for the TREASURE CHEST.

We'll pick up your contribution if you wish.

More from us later.

ETHEL SPINDELL (*Bake Sale Chairman*)
Alpine 1-0272

Keep the Treasure Chest in mind for Christmas Books from the Chestnut Court Book Shop.

If you wish to order ahead of time for delivery on the day of the sale call:

MRS. R. DOUGLAS COOPER
Hillcrest 6-3618

Chairman Mrs. W. Newton Burdick, Jr. and co-chairman Mrs. Paul A. Guenzel wish to express their gratitude to Mrs. Christopher W. Wilson for her work in laying the foundation for the 1958 Treasure Chest Sale. Carrying on the plans designed by Mrs. Wilson before her resignation in August. Mrs. Burdick and Mrs. Guenzel announce that the Kick-Off Party will be held on October 24 at the home of Mr. and Mrs. William J. Groves in Wilmette.

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. . . CALENDAR

October 3	Educational Lecture Series, Auditorium	9:50 A.M.
October 4	Football, North Park — Here	10:00 A.M.
October 6	Football, North Park, Frosh-Soph — There	4:00 P.M.
October 7	Fourth Grade Parents' Meeting at the home of Mr. and Mrs. John F. Milliken	8:00 P.M.
Ocotober 11	Football, Walther Luther — Here	10:00 A.M.
	Middle School Square Dance, Girls' Gym	7:30 - 9:30 P.M.
October 13	Football, Walther Luther, Frosh-Soph — There	4:00 P.M.
October 14	First Grade Parents' Meeting, Walling Hall	8:00 P.M.
October 17 and 18	Faculty Play, Auditorium	8:30 P.M.
October 18	Football, Luther North — There	2:00 P.M.
	Football, Luther North, Frosh-Soph — There	10:00 A.M.
October 24	Treasure Chest Kick-Off Party at the home of Mr. and Mrs. William Groves, 152 Linden, Wilmette	
October 25	Football, Wheaton — There	2:00 P.M.
October 27	Football, Wheaton, Frosh-Soph — Here	3:30 P.M.
November 1	Football, Luther South — Here	3:30 P.M.
November 8	Upper School Dance, Walling Hall	8:30 - 11:30 P.M.
	Middle School Square Dance, Girls' Gym	7:30 - 9:30 P.M.

FACULTY
THE NORTH SHORE COUNTRY DAY SCHOOL
1958-1959

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of the Faculty and Dean of Girls ..... Virginia S. Deane
Head of the Lower and Middle Schools ..... George F. Eldredge
Dean of Boys ..... Michael A. Post
Assistant Treasurer ..... Lorenz W. Aggens
Registrar ..... Jean K. Talley
Secretary to the Headmaster ..... Dorothy Roberts
Manager of Day Camp ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarthy
Director of Public Relations ..... Joseph H. Pynchon
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Head of Boarding Department ..... Arnold G. Merbitz
Admissions Secretary ..... Elizabeth C. Felix

Office Secretary ..... Barbara M. Modisett
Director of Transportation ..... Katherine L. Brunner
Bookkeeper ..... James J. Bergen
Special Activities ..... Elsie V. Harridge

Lower School

Executive Secretary and Admissions Secretary ..... Jessie C. Griswold
Fifth Grade and Chairman of the Faculty ..... Kathleen Collingbourne
Fourth Grade ..... Kenneth Allen
Third Grade ..... Zoe Lund
Second Grade ..... Linda Merrell
First Grade ..... Katherine T. Williams
Kindergarten Teacher ..... Patricia C. Johnson
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Carol A. Meglitz

Middle School

Chairman of the Faculty ..... William W. Steel
English ..... Sarah G. Bolster, Joy N. Humes
Social Studies ..... Arnold G. Merbitz, William W. Steel
Mathematics ..... Mary M. Brandes, Virginia Ingram, William W. Steel
Science ..... Mary M. Brandes

Upper School

English ..... Michael A. Post, Head of Dept.
Roger C. Hill, Alice A. Davis, Joseph H. Pynchon
Social Studies and History ..... Virginia S. Deane, Head of Dept.
Nathaniel S. French, Michael J. Rohr
Mathematics ..... Lewis A. Taylor, Head of Dept.
Roy Porterfield, William W. Talley
Modern Language ..... Karla Landau, Head of Dept.
Joy N. Humes, Simone Valvo
Latin ..... Constance Richard
Science ..... William W. Talley, Head of Dept.
Joseph A. Licata, Martin J. McCarty
Health Education ..... Perry Dunlap Smith
Typing ..... Viola R. Schwimmer

Inter-School

Art ..... Richard Brauer, Harriet Hahn
Dramatics ..... Roger C. Hill
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Stephanie F. Wishart
Music ..... Vincent B. Allison, Jr., Theo. D. Rose, Barbara McFaddin
Physical Education ..... Martin J. McCarty, Director
Janice Honer
Developmental Reading and Testing ..... Evelyn Kratz, Gerold Ostrom
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim
Teaching Assistant ..... Gay C. Stirling

ROOM ADVISORS

6th Grade ..... Miss Ingram
7th Grade ..... Miss Bolster
8th Grade Boys ..... Mr. Steel
8th Grade Girls ..... Miss Brandes

9th Grade Girls ..... Miss Davis
9th Grade Boys ..... Mr. Pynchon
10th Grade Girls ..... Miss Richard
10th Grade Boys ..... Mr. McCarty
11th Grade Girls ..... Mme Valvo
11th Grade Boys ..... Mr. Aggens
12th Grade Girls ..... Miss Deane
12th Grade Boys ..... Mr. Post

THE BOARD OF DIRECTORS OF THE NORTH SHORE COUNTRY DAY SCHOOL 1958-1959

Charles H. Newman, President
Edward K. Hardy, Jr., Vice President
Gilbert H. Osgood, Secretary
Lorenz W. Aggens, Treasurer
Nathaniel S. French, Headmaster

Edward J. Burnell, Jr.
Thomas H. Coulter
William W. Darrow
Boyd N. Everett
Thomas F. Geraghty, Jr.
Paul Guenzel
Foster Hannaford
Lawrence Howe, Jr.
Harold J. Nutting
John Nash Ott, Jr.
Myron F. Ratcliffe
Kenneth I. Russ

THE PARENTS ASSOCIATION OF THE NORTH SHORE COUNTRY DAY SCHOOL

President, Mrs. W. Newton Burdick, 660 Elder Lane, Winnetka.....HI 6-5660
First Vice-President, Mr. Hunt Hamill, 550 Cedar, Winnetka.....HI 6-0928
Second Vice-President, Mr. John F. Milliken, 952 Fisher Lane.....HI 6-0329
Secretary, Mrs. Howard E. Sommer, 815 Mt. Pleasant, Winnetka.....HI 6-4591
Treasurer, Mr. Jonathan W. Strong, 326 Ridge, Winnetka.....HI 6-3253

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, Standing Committee Chairmen, and four members-at-large.

STANDING COMMITTEE CHAIRMEN

Art Library, Mr. Felix Palm, 2241 W. Greenleaf Avenue, Chicago .....AM 2-3091
Athletic, Mr. Richard L. Merrick, 245 Park Avenue, Glencoe .....VE 5-2033
Costume, Mrs. Howard Kern, 2238 Greenleaf, Chicago .....AM 2-8775
Educational Series, Mrs. Ralph A. Trieschmann, 126 Central Avenue, Highland Park ID 2-5195
Faculty Teas, Mrs. Robert Schnering, 268 Ridge, Winnetka .....HI 6-5682
House, Mrs. Adam S. Breuer, 9 Orchard Lane, Golf .....GL 4-0190
Library, Upper School, Mrs. Jonathan W. Strong, 326 Ridge, Winnetka ..HI 6-3253
Middle School, Mrs. George Schulz, 125 Mary Street, Winnetka .....VE 5-1928
Lower School, Mrs. John J. Moreschi, 82 Locust Road .....HI 6-1067
Lunch, Mrs. Samuel H. Shapiro, 262 Latrobe, Northfield .....HI 6-3524
"Notes", Mrs. Leeds Mitchell, Jr., 921 Pine Street .....HI 6-3532
Mrs. Kenneth Turner, 2410 Ridge Drive, Northbrook .....CR 2-4475
Office, Mrs. Thomas B. Gilmore, 486 Woodlawn Avenue, Glencoe .....VE 5-1912
Publicity, Mrs. Philip W. Moore, Jr., 11 Green Bay Road, Winnetka .....HI 6-0878
Refreshments, Mrs. Hays Clark, 180 Chestnut Street, Winnetka .....HI 6-6688
Safety Council, Mrs. Robert B. Mayer, 915 Sheridan Road, Winnetka ....HI 6-1914
Steering, Mrs. Boyd N. Everett, 513 Walnut, Winnetka .....HI 6-2230
Treasure Chest, Mrs. W. Newton Burdick, 660 Elder Lane, Winnetka ....HI 6-5660
Mrs. Paul Guenzel, 328 Linden Street .....HI 6-1185
Student Activities, Mrs. Henry A. Gardner, Jr., 573 Grove Street, Glencoe..VE 5-1930
Middle School Telephone, Mrs. Stephen Hawxhurst, 189 Harbor Street, Glencoe VE 5-2250

STEERING ADVISORS

Chairman, Mrs. Boyd N. Everett, 513 Walnut, Winnetka .....HI 6-2230
Lower School, Mrs. William C. Pettingell, 1111 Forest Avenue, Evanston UN 4-0788
Middle School, Mrs. Gilbert H. Scribner, Jr., 1170 Broadmeadow Road,, Winnetka HI 6-4207
Upper School, Mrs. Richard L. Merrick, 245 Park Avenue, Glencoe ..VE 5-2033

GRADE CHAIRMEN

Senior Kindergarten, Mrs. Roger S. Hurd, 2300 Winnetka Avenue, Northfield HI 6-6094
First Grade, Mrs. Donald S. Perkins, 2100 Drury Lane, Northfield .....HI 6-7082
Second Grade, Mrs. Rollin D. Weary, Jr., 936 Fisher Lane, Winnetka ....HI 6-4631
Third Grade, Mrs. Erwin Shafer, 918 Sheridan Road, Glencoe .....VE 5-2918
Fourth Grade, Mrs. John F. Milliken, 952 Fisher Lane, Winnetka .....HI 6-0329
Fifth Grade, Mrs. Robert B. Wilcox, Jr., 576 Willow Road, Winnetka ....HI 6-0082
Sixth Grade, Mrs. William F. Price, 1167 Lincoln Avenue South, Highland Park ID 2-8385
Seventh Grade, Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka .....HI 6-6189
Eighth Grade, Mrs. Thomas F. Geraghty, 344 Palos, Glencoe .....VE 5-2051
Ninth Grade, Mrs. Robert L. Foote, 587 Longwood Drive, Glencoe .....VE 5-1480
Tenth Grade, Mrs. Dimmick D. Drake, 744 Lincoln Avenue, Winnetka ....HI 6-1491
Eleventh Grade, Mrs. Stewart B. Boal, 701 Sheridan Road, Winnetka ....HI 6-0825
Twelfth Grade, Mrs. James L. Allen, 1025 Hill Road, Winnetka .....HI 6-1822

ABSENCES

In the interests of quality of work and the best attitudes towards responsibility of students for their own progress, the school expects all pupils to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the school office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission for Upper School students to leave the campus during the school day must be obtained from Mr. Post (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or athletics for doctors' appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the school are normally travelled by bus, and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XX November, 1958 Number 3

Annual Report

This report of our 39th year is the story of a School which has been distinguished by respect for learning, care for the development of character, and joy in life. It is the story of our most recent year and is, therefore, limited in scope, but I hope it will help you to know where we stand as an institution. Our four hundred students, led by forty-two teachers, were supported by the efforts of a staff of thirteen and parents to a number which approaches eight hundred.

It is my hope that this report of the academic year 1957-58 will provide you with a glimpse of academic excellence, moral fineness, and creativity which cannot help but lead to the development of young men and women of unusual promise.

Teachers and Teaching

The fourth year of a program designed to preclude reading problems among lower school children lends further confidence to what was essentially experimental. The third graders who were once in our kindergarten are now reading with a speed and a comprehension which extends from a low score, which is average for this age of child, to a high score of extraordinary skill. This is the class which we tested in its kindergarten year and from which we chose the five most likely to have trouble with reading for a special program under the guidance of Mrs. Kratz. They have been to her for a part of each school day for the past three years and have been taught a very carefully organized phonic approach to language. They have felt themselves a privileged group, and in fact, they have been one. At the end of the fourth grade this group will no longer be separated from the others for reading teaching, and it appears now that all of them will be in-

dependent readers and none of them will be handicapped by reading difficulties.

* * * * *

At the other end of the academic spectrum, seniors who had done work of college level took thirteen examinations set by the College Entrance Examination Board Advanced Placement Program. Eleven of the thirteen examinations were of passing quality. Although this is a statistical record of spectacular success, we find in it a real challenge for the future. Of the eleven passing examinations, none were of honors quality, leaving room for suspicion that we cannot consider this program an unqualified success until we can offer evidence of excellence.

* * * * *

Ten high school students in an Art Major course joined with other students to provide us with a most interesting exhibit of their own work, and one student painting, winning second place in a contest, was exhibited in Chicago. Besides creative work this course seeks to develope critical acuity. By using two projectors and an oversized screen, Mr. Brauer has contrived to display slides of two different paintings at one time. This allows immediate comparison and analysis as well as a greater degree of precision in discussion. His collection of slides now numbers four thousand, depicting paintings, sculpture, and architecture.

* * * * *

For the first time a number of students in the Junior Class completed a fourth year of mathematics, and are enrolled as seniors in a mathematics course of college level. They will enter college with a knowledge of analytical geometry and differential calculus. Behind this fact is a good deal of work on the part of the Mathematics Department which promises not only a higher level of achievement but a revision of the curriculum to enable a teaching of modern

mathematics. The revision is progressing carefully and therefore slowly, but last year more advanced students were struggling with areas of mathematics which most of us met in college, if at all. Mr. Taylor's course plan included consideration of such concepts as permutations, combinations, and probability; mathematical induction; and linear and circular loci.

* * * * *

Those of you who heard the School sing in Morning Exercise know that we have enjoyed a level of understanding and ability in music which warrants unlimited enthusiasm. On several occasions a special chorus of thirty-five students from the Lower and Middle Schools provided a most enjoyable half hour. In celebration of Lincoln's Birthday the seventh grade presented the cantata *The Lonesome Train* by Lampell and Robinson. The eighth grade provided a special chorus for the Christmas play and did an outstanding piece of work. Upper School groups sang in numerous programs at School and made one trip to sing in Urbana. *The Mikado* played successfully to full houses and will be remembered as another highly successful performance. Nothing attests more clearly to the quality of singing in the School than the commencement program which opened with the entire High School singing a cappella. Mr. Allison chose for this difficult feat Randall Thompson's *For Ye Shall Go Out With Joy.*

* * * * *

The eighth grade boys in English class wrote the scenario for a moving picture which they then found time to produce, about one-third of the time coming from out-of-school hours. The film told the story of a rocket invasion from Mars — the plot revolving around the kidnapping of a rocket scientist who was whisked off to Mars. A rescue party rocketed off in pursuit but failed, and the film ended with arrogant

Martians feeding peanuts to the caged earth men. (This year's ninth grade boys would be glad to find out how to co-ordinate the sound and the action in their masterpiece.)

* * * * *

The girls had a good year in athletic competition, winning four out of five hockey games, six out of seven basketball games, and all four matches in a tennis tournament. The boys in football won five, lost two, and tied one. The basketball team won nine and lost thirteen games. In the spring, the golf team won the Private School League golf championship, and the boys' baseball team reached their high point of the athletic year when they became co-champions of the League (and beat the co-champion in a post season game). This is the third time in four years that Country Day School's baseball team has been champion or co-champion of the Private School League. Four members of the team were chosen for the All-Star League team, and Ronnie Rosset established a state record by pitching three successive no-hit games.

* * * * *

Forty-one graduates are spread widely across the country in twenty-eight colleges. One junior girl graduated after three years of high school and went on to Radcliffe. Other girls chose such colleges as Skidmore, Smith, Mount Holyoke, Connecticut, Carleton, Cornell, Bennett. The boys went off to the University of Pennsylvania, Tufts, Princeton, Harvard, Knox, Yale, Northwestern, Colby, and others.

* * * * *

When you look at the most recent year of the School's history, whether it be to measure the degree of academic excellence, to assess our success in developing character, or to note the evidence that we are a creative instituton, your eye falls first upon an outstanding faculty.

These men and women are the School. It is from them that a student gradually learns to know and to seek excellence; it is from them that a student gradually learns to know and to seek excellence; it is from them that he gets many of the insights which result in commitment to a moral code; nor can the student escape the import of their search for better teaching practices, their joy in clearer knowledge, their impatience with the adequate and their respect for the best — which is the basis of our creativity.

Responsible Men and Women

At commencement last June the boy who gave the Senior Class message quoted from Emerson's essay on "Self Reliance". "It is easy in the world to live after the world's opinion, it is easy in solitude to life after our own, but the great man is he who in the midst of the crowd, keeps with perfect sweetness, the independence of solitude." He chose this statement to express his feelings of his appreciation of the School after twelve years of growth within it, and I am sure that he knew how to be himself while a part of a common effort.

A group of Middle School boys formed a photography club, built a display case and maintained a constantly changing exhibit of pictures of School life. A group of seventh graders looked into the problem of bicycle storage and picked out a place for the kind of rack which was needed to provide a safe and neat place for their bicycles. The student council established a service committee, which undertook to investigate needs of the larger community and to organize student effort to meet these needs. They were business-like and careful in co-operation with charitable drives, sold poppies for veterans, and sent work crews to assist in the opening of a charity camp for children.

The Morning Exercise Committee organized an almost unbelievable breadth of programs, arranging for people to come from outside to discuss missionary work in South Africa, Permafrost in Greenland, the French Algerian situation, nuclear testing, and recession at home. From within the School came discussions of high fidelity, the story of Joseph Pulitzer, a critique of the new Edsel, the story of the fifth grade weather station, and an analysis of Western Germany. With programs so interesting, it is small wonder that we look forward to Morning Exercise each day as a place where we can sing together, hold a Town Meeting, or announce a coming cake sale, but most of all as an opportunity in each day to learn something beyond the requirements of proscribed studies.

* * * * *

Dr. Thomas Dooley explained in Morning exercise his Operation Medico, a phase of the International Rescue Committee, and enlisted the aid of children throughout the School. We shipped to him some twelve hundred bars of soap, several dozen babushkas — to be used as the distinguishing symbol of the midwife, and four to five pounds of costume jewelry — destined to become insignia for nurses. These tokens of our desire to be helpful will be put to use in India, Pakistan, Thailand, and Laos.

Parents Association

Throughout the year parents work both within and without the walls, doing yeoman's work of great importance to the School. We see the curtains they hang, the luncheons they serve, and we hear their voices at the switchboard, but we can never measure their help in a myriad of little ways which, like "little drops of water and little grains of sand, make the mighty ocean and the mighty land".

Those of you who could not visit the School

will be glad to know that parents added to the School life a series of lectures and a concert by the Don Cossacks arranged by the Educational Lecture Series, a succession of two week exhibits of paintings hung in the lobby of the auditorium, new stage curtains, new curtains in the Art Library, several teas for faculty and parents, and other things which in total tell an imposing story of co-operation between parents and teachers.

* * * * *

Perhaps the most significant improvement in the School last year was made as a result of a Treasure Chest gift to which a good deal was added by The Parents Association and individual parents and friends who had a particular interest in high fidelity sound reproduction. During the summer Torrey Everett, '56, installed in the auditorium a stereophonic "hi-fi" set with turntable, microphones, amplifiers and twin speaker units, and to this has since been added a stereophonic tape recorder. With this equipment the Music Department can make stereophonic recordings of a chorus and immediately play this back to the singers for criticism of tone, pitch, emphasis and ennunciation. It will allow the tape recording of a section of a play rehearsal which can then be played back to the actors, allowing the dramatics teacher to show them where improvements may be made. And the system also makes possible an almost infinitely precise rendition of music of all kinds brought on records from all sections of the world. We look forward to this equipment as an opportunity to improve the teaching.

* * * * *

Last fall a group of parents agreed to undertake to raise money for the School's general needs. Their efforts produced for the School an income close to that which we might have received from a million dollar endowment. This fact needs no explaining, but I should empha-

size its importance by pointing out that support of this magnitude has far reaching effects on the morale of the School.

Alumni Association

There is no group better equipped to understand, to appreciate, and to judge the School than our own graduates. It is, therefore, a great pleasure to report the growing assistance they are giving to the School. Three graduates are active on the Board of Directors, and as the number of alumni children in the School increases we see a growing number of graduates on committees of the Parents Association. (Forty-five alumni families have 74 children enrolled in the School.)

The Alumni Fund has been a heartwarming measure of support. The $4,766 raised is enough to be of real importance to the operation of the School and it is encouraging to know that there was response from 24% of the alumni.

Material Matters

The value of the School property is only significant in the degree to which it contributes to the learning experience of the Students and so we look at improvements made in the last year as having made possible a better education for the children in the school. We spent $2,396 on lighting and fire protection and $1,200 on long overdue furniture replacement. The most noticeable change in the School came as a result of $9,095 spent to repair and redecorate the Lower School. Walling Hall was completed in March of 1938 and 20 years later it needed a complete refurbishment, giving us again, for the Lower School children, a chance to work in light and colorful rooms.

The largest expense each year is that of Faculty salaries. The Board added to the already large figure another $28,000.00, making it possible to increase individual salaries substantially.

NATHANIEL STOWERS FRENCH
Headmaster

Financial Statement

INCOME AND EXPENSE	1956-57	1957-58
Income:		
Net Tuition Income	$257,987	$276,904
Other Income	14,946	17,389
Total Operating Income	$272,933	$294,293
Expense:		
Salaries and Benefits	$221,697	$249,774
Educational Expenses	4,662	5,884
Administrative Expenses	12,428	15,916
Operating Expenses	31,743	33,641
Maintenance Expenses	9,071	17,613
Total Operating Expense	$279,601	$322,828
Net Operating Deficit:	$ 6,668	$ 28,535
Capital Expenditures:	$ 16,290	$ 7,287
Reduction of Debts:	$ 26,000	$ 19,000
Total deficit before contributions	$ 48,958	$ 54,822

* * * * * * *

During the fiscal year 1957-1957 contributions and gifts were given to the School as follows:

Scholarship and Education Fund	$ 62,495
Development and Debt Retirement Fund	7,505
Total Contributions	$ 70,000

When these contributions of $70,000 are applied against the deficit of $54,822, the result is a balance of $15,178. The accounting of this balance is explained in the statement below:

SOURCE AND APPLICATION OF FUNDS

Funds Provided:	
Total operating income	$294,293
Total cash contributions	70,000
Pledges paid and securities sold	7,759
Less total operating expenses	(322,828)
Less total capital expenses	(7,287)
Total Funds Provided	$ 41,937
Funds Applied:	
Completion cost of Perry Dunlap Smith Hall	$ 762
Reduction of debts	19,000
Decrease in other School Funds	8,996
Total Funds Applied	$ 28,758
Working Capital Created:	**$ 13,179**

The North Shore Country Day School Winnetka

LIVE AND SERVE

notes

December, 1958, Vol. XX, No. 11

A PHILOSOPHY OF CHORAL SINGING

"We believe that in a world of political, economic and personal disintegrations music is not a luxury but a necessity — not simply because it is 'therapeutic' nor because it is the 'universal language,' but because it is the persistent focus of man's intelligence, aspiration and good will." Thus opens the "creed" of the Robert Shaw Chorale, foremost in the field among organizations which devote themselves entirely to the choral literature. Growing out of the larger group of amateurs known as the Collegiate Chorale, the Shaw Chorale represents a successful effort to bring to the performance of choral music the same professional excellence which is taken for granted in instrumental music. It represents, too, a high point in the significant choral renaissance which began at the close of World War II. Once again "the choral art stands in a unique position to be of service to man and music because it offers the most immediate and accessible avenue of active participation."

As has been implied above, this is not the first time that the choral art has assumed a position prominent in the cultural life of a society. Ladies and gentlemen of the late sixteenth century were expected to join after dinner in the singing of madrigals, often at sight. The composers of this period, in their masses, motets, madrigals, and chansons, bequeathed a wealth of literature, for as few as two voices or as many as ten choirs, that has not been surpassed. One hundred and fifty years later, Bach in his cantatas and passions and Handel in his oratorios restored the pre-eminence of the chorus. Since then, in only rare instances have choral works been written that approach their excellence. In the nineteenth century the increasing availability of scores and conductors enabled choral singing to leave

the salon and the church and to enter the life of the common man. As a member of a Handel and Haydn Society or a Mendelssohn Society he was able to enjoy the experience of sharing in the performance of masterpieces and of helping to re-create them.

Music is obviously a listener's art. It is even more a performer's art. Participation in an orchestra or a chamber music ensemble, a choral society or a madrigal group provides the individual with a keener appreciation of the technical aspects of the composition and a deeper insight into the essence of the music. Add to these the all-important sense of personal involvement. This is particularly true when the medium is the human voice. You are the instrument. Self and sound become one, and the marvel of the phenomenon is indescribable. The reflection of the individual in the sound which this identification engenders accounts, in large measure, for the "power of song". Given a text, the voice is unmatched in expressiveness throughout the spectrum of emotions. Even Beethoven, primarily an instrumental composer, found it necessary to call upon the voice for the final presentation of an idea in the fourth movement of his ninth symphony.

The history of music offers overwhelming and convincing proof that choral singing can be a most desirable and meaningful experience. For this reason, students in the High School at North Shore Country Day are required to sing in chorus twice a week. The activity is a discipline. The skills pertinent to the interpretation of a rhythmic or melodic phrase, proper enunciation or sight-reading must be developed. It provides a first-hand acquaintance with the choral literature. In recent years the High School Chorus has sung selections from the works of Bach, Handel, Haydn, Mozart, Brahms, Bartok, and Copland. But beyond this it strengthens those attitudes which are associated with man's finer moments. The choral music which transcends mere entertainment invariably expresses sentiments which lift hearer and performer alike out of themselves to a higher plain of emotion and thought. He must be insensitive indeed who fails to respond to the hearing, not to say the singing, of the *B minor Mass,* the *Messiah,* the *German Requiem*

or the *Symphony of Psalms.* Here is music which crosses the boundaries of race, color, and creed to reach that part of the heart and mind common to all men. That our young should be so stimulated, that this area of their understanding should not lie uncultivated and unfruitful, is important both to their own well-being and to that of their world neighbors.

A picture shown recently in Morning Ex brought to our attention the wonder of the universe, its apparently limitless space and tremendous energy. The choice of the fourth movement of Beethoven's ninth symphony as background music was particularly appropriate because of its reference to what might lie "beyond the stars". Hardly less appropriate is the assertion, in that same movement, of the brotherhood of man. If we are to realize the "Golden Age" which nuclear science promises, the science of human relations must move rapidly to prevent world catastrophe. Within the vital scope of the individual and his attitude toward his fellows, choral music is a powerful ally in the struggle for "peace on earth, good-will toward men."

VINCENT ALLISON

TREASURE CHEST

The Treasure Chest Board wishes to express its heartfelt thanks to each and every parent who participated in the 1958 sale. Your support made this year's endeavor a tremendous success! Final figures will be announced in the January Notes.

Copies of the new cook book, "Treasures, Truffles, and Tries", and sets of glasses bearing the North Shore Country Day School crest are still available and will make stunning Christmas presents. Call the school office to place your order.

DOROTHY M. BURDICK
Treasure Chest Chairman

* * * * *

We point with pride to the new mimeograph machine in our office which is a gift of the Parents of the Class of 1958. We are very grateful for this fine improvement in the operations of our School.

DECEMBER CALENDAR

December 3 Basketball, Timothy Christian — here ..... 4:00 P.M.

December 5 Basketball, Chicago Latin School — there ..... 4:00 P.M.

December 6 Toy Shop, Lower School Building .....1:00 - 4:30 P.M.

December 8 Educational Lecture Series, Carter Davidson, "Foreign Policy is Your Business" — Auditorium .... 9:50 A.M.

December 9 Basketball, Glenwood — here ..... 4:00 P.M.

December 13 Basketball, Lake Forest — here ..... 2:00 P.M.

December 15 Christmas Reading, Perry Dunlap Smith — Auditorium .....10:30 A.M.

December 16 Christmas Tableaux — Auditorium .....10:30 A.M.

December 17 Christmas Music — Auditorium .....10:30 A.M.

December 18 Santa Claus Party — Boys' Gym .....10:30 A.M.

December 18 Lower School — 11:30 dismissal

December 19 Middle School — 11:40 dismissal

December 19 All pupils return for Christmas Play, Stephen Vincent Benet's *A Child Is Born* — Auditorium ..... 4:00 P.M.

December 20 - January 4, inclusive — Vacation

January 5 School Reopens ..... 8:25 A.M.

January 6 Basketball, North Park — here ..... 4:00 P.M.

January 8 Educational Lecture Series, "India Today" — Auditorium ..... 9:50 A.M.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

January, 1950, Vol. XX, No. 12

OUR EDUCATIONAL MISSION

It pleases me very much to be asked once again to contribute to *Notes,* for it is always a pleasure to find myself taking part in the school's activities. In discussing below "our educational mission," I view the panorama of this century with its changes and developments in the field which interests us all so profoundly.

Forty years ago, a group of Winnetka parents decided that the prevalent type of education in the community did not seem to meet the needs of their children. To prepare them for living in the kind of world which was then emerging from the social and economic changes brought about by the First World War, these parents decided to establish a new and different type of school which they hoped might be more successful. Their focus was upon equipping citizens for a more truly democratic way of life.

They found that a similar situation had arisen twenty years before. At that time Francis W. Parker, then the head of the Cook County Normal School, had established the Chicago Institute on the North Side of Chicago, as a protest against the inert and undemocratic type of teaching which had existed in our schools almost unchanged for several centuries. Mr. Parker was strongly influenced by his close friend and collaborator, John Dewey, then a professor at the University of Chicago.

The principles these two leaders had then established seemed to the Winnetka group to meet the needs of citizens living in the post-war world far better than any philosophy of which they could learn. Moreover, many of them had seen these principles in practice at the school which had succeeded the Chicago Institute, the Francis Parker School. This school became the standard-bearer in the crusade against the educational inertia and traditionalism which had become so strongly entrenched. The Parker School had been in existence for almost twenty years and had shown through the records of its graduates that the new philosophy, when practiced by teachers who really understood it and could exemplify it, gave its students many and far-reaching advantages over those drilled in the usual way.

Where, then, came the contrasts between the old and new assumptions regarding children's schooling? In the first place, it was assumed by the traditionalists that learning, to be of value, must be difficult; that children naturally disliked work of any kind and study in particular; that therefore they had to be forced to study and held to it by rigorous discipline imposed from without — by force, if necessary. It was assumed that if a child repeated or recited a fact enough times he had learned it and would consequently know how to use it. Information rather than the understanding of wisdom was the goal, witness the kind of factual

examinations that were used even at the college level. In order to hold the students to this kind of studying many devices were used. In the nineteenth century the most common was that of competition for prizes, ulterior rewards, and so-called honors.

The new philosophy protested against these techniques on the grounds that they were not necessary, that they systematically cultivated selfishness in the children, and that they were undemocratic practices, in that they habituated children to uncritical obedience. not to thought. Moreover, these outmoded methods were inefficient, wasting the pupils' and teachers' time in ways which are unnecessary, when the real nature of children and of learning is truly understood.

Parker believed that there is in all children a curiosity, a drive to know, which if properly channeled will help them to learn far more quickly and effectively than any external pressures. The innate desire to be of use to one's fellows is just as strong in every child as his desire to compete with and surpass his fellows. Let us bear in mind that in the world today there seems to be little doubt that the wish to be of use to one's fellows is needed in almost every situation, whereas the wish to compete and surpass, while it has a place when used with compassion and understanding, contains elements of grave danger if we all wish to live on the same planet.

Believing that the school is a community— "society in miniature," its spirit should be that of the family, with each member striving to fulfill his conscious responsibility for the happiness and welfare of the group as a whole. The school family, meeting daily in the Morning Exercises, discusses its problems and shares its interests, sorrows and pleasures. This experience is essentially one of communion in which teachers, children, and parents grow together through their sharing.

Col. Parker also felt that marks and grades must be for the purpose of recording a pupil's progress, not as a basis for competition. All prizes and ulterior rewards were abolished for they were no longer needed, and they tended to disrupt the cooperative spirit. Prizes really became unnecessary, for when the students' curiosity and interest were stimulated, and when the classrooms became centers of cooperative efforts by teachers and pupils to satisfy common concerns and objectives, such bribes and artificial incentives were superfluous.

Teaching, according to Parker, consists in "the presentation of the right conditions for growth," not, as is so often considered, in telling or drilling on the part of the teacher. Drill and practice are essential, of course, but always as a part of the process of understanding and mastery, a means to an end which must first be clear to the student.

These are some of the ideals upon which the North Shore Country Day School was founded. Our graduates, by their records, have had a great influence in helping to confirm the gospel which the leaders of our school's philosophy preached. The school has a great mission of which it must never lose sight if it is to fulfill the hopes of the parents who brought it into being. One of the achievements of which we can be proud is the number of graduates who have become successful teachers themselves, and also of the sixteen former members of the faculty who have become heads of schools. This seems to me to be a true criterion of the way in which the school's mission is being accomplished.

Basic to our philosophy is faith in the essential part which parents must play in the education of their children. No education which does not include the parents as vital and active collaborators with the school can be complete. In this regard, the record of our school has been magnificent. I know of no other school in which the parents have played such an indispensable and successful part. Their achievements and example have created a far-spreading ripple of interest in the educational field. We may be most justly proud of the tradition of active and interested participation of every parent in the welfare of the child, and therefore of the school.

Today we find ourselves regarded as one of the leaders of the movement to keep education in America alive and growing, rather than inert. In our determination to perpetuate the ideas and ideals of the reformers who brought life back to the learning process we must never allow our methods or thinking to become static. We must constantly search for and freely adopt new ideas which give promise of better results in meeting the needs of citizens in our world of constant change. "Education is the constant reconstruction of experience," as Dewey so wisely said.

PERRY DUNLAP SMITH

UPPER SCHOOL

Upper School Parents:

In the week of January 19 the Upper School will be writing their mid-year examinations. During this period students come to school on a schedule which has been worked out with the homeroom adviser and they may at times be at home preparing for their next examination. For the older students this is no new experience, but for some it allows a freedom which will be best used if parents and faculty work together to assist the children to use this time well.

Students will be required to come to school for each of their examinations, and for some review classes and special appointments, but will otherwise be free to use their time as seems wisest to them and their advisers. It has been our experience that those who maintain a well-balanced schedule of work, rest, and exercise do the best work on their examinations. Particularly we urge that the students not be permitted to use examination review as an excuse for cutting down on their normal amount of sleep.

On Friday, January 23rd, high school students will be given a free day. There is a plan to arrange a winter sports day which would get people outdoors. If this works out, it will be optional so that all students may be free to choose their own activities.

We believe that the examination period is more than just a time for measuring student progress; it is a most important step toward the mastery of the material of each course, and it is important training for doing exact work under pressure. While examinations are a kind of inventory of knowledge and skills, they are also a challenge to meet important demands with full and controlled personal power, and in this sense they are vital learning experiences.

NATHANIEL S. FRENCH

TREASURE CHEST FINAL REPORT

The 6th annual Treasure Chest Sale proved to be a great success.

It is with pleasure that the Treasure Chest Board has voted to present $5,500.00 to the school.

Of this amount, approximately $1,200.00 will be used for improved stage lighting in the auditorium; the balance will be a contribution to the school's Development Program.

TREASURE CHEST FINANCIAL STATEMENT
JANUARY 1st, 1959

	Department	Receipts	Expenses	Profit
Kdg.	Movies	$ 27.75	— —	$ 27.75
1st	Sentry Post	100.00	— —	100.00
2nd	Poodle Chances	81.15	— —	81.15
	Cook Book	913.80	— —	913.80
3rd	Jams and Jellies	107.30	— —	107.30
4th	Food Specialties	96.80	— —	96.80
5th	Handmade Novelties	304.65	181.02	123.63
6th	Knitting	621.32	110.90	510.42
7th	Books	260.00	— —	260.00
8th	Coffee Shop	157.28	110.27	47.01
9th	Records	139.00	— —	139.00
10th	Baked Goods	241.10	28.09	213.01
11th	Christmas Decorations	1,122.66	466.12	656.54
12th	Treasures	815.50	— —	815.50
	Rocks	320.04	199.93	120.11
	Painting	20.00	— —	20.00
	Tablecloths	325.00	90.70	249.30
	Kick-Off	1,079.85	— —	1,079.85
*	From Bank Bal.	500.00	— —	500.00
	Contributions	107.00	— —	107.00
	Administration	— —	342.69	-342.69
	Supplies	— —	105.22	-105.22
	Totals	$7,340.20	$1,634.94	$5,705.26

* It was the decision of the Executive Board that a minimum of $1,500.00 rather than $2,000.00 would be an adequate carrying balance.

Again we wish to thank everyone who made this sale possible.

DOROTHY M. BURDICK
ELIZABETH S. GUENZEL
(*Treasure Chest Co-Chairmen*)

NEW PARENTS COMMITTEE ORGANIZED

A new parents' committee is at work at North Shore Country Day School and would like suggestions, comments, and ideas from any and all parents.

The purpose of the committee is to explore the area of social activities of our North Shore students both at school and at school gatherings in homes or elsewhere, with the idea of possibly working out recommendations that would be help-

ful to parents and children alike. The committee was formed as a result of a concern expressed by several parents who felt children were given social freedom too great for their years.

The committee is eager to be called by any parents with ideas, and/or opinions they would like to have brought up for consideration.

COMMITTEE

Chairman	Mr. John F. Milliken	HI 6-0329
Secretary	Mrs. S. H. Shapiro	HI 6-3524

UPPER SCHOOL

Vice-Chairman
Mrs. Stewart Boal
HI 6-0825

Secretary
Mrs. Dimmick Drake
HI 6-1491

Seniors
Mr. and Mrs. James Allen
Dr. and Mrs. A. C. Peterson

Juniors
Mr. and Mrs. Stewart Boal
Mr. and Mrs. Phelps Wilder

Sophomores
Mr. and Mrs. S. H. Shapiro
Mr. and Mrs. Dimmick Drake

Freshmen
Mr. and Mrs. Robert Foote
Mr. and Mrs. Robert Gottschalk

Steering Committee
Mr. and Mrs. Boyd Everett
Mr. and Mrs. Richard Merrick

MIDDLE SCHOOL

Vice-Chairman
Mr. Robert Wilcox
HI 6-0082

Secretary
Mrs. Robert Strong
VE 5-2891

8th Grade
Mr. and Mrs. Wlliam Kirk
Mr. and Mrs. Stanley Harris

7th Gade
Dr. and Mrs. Oglesby Paul
Mr. and Mrs. Robert Strong

6th Grade
Mr. and Mrs. William P. Price
Mr. and Mrs. Theo. Donaldson

5th Grade
Mr. and Mrs. Preston Wells
Mr. and Mrs. Robert Wilcox

Steering Committee
Mr. and Mrs. Gilbert H. Scribner, Jr.

For purposes of discussion the committee has divided itself into two groups: Upper School and Middle School.

ADMISSIONS COMMITTEE

The Admissions Committee is currently considering applicants for admission to the School for the academic year 1959-60. To date we have 117 applicants with 54 available openings. These figures would seem to indicate a ratio of two applicants for each acceptance. This however, is misleading, for on our application list there are several grades with many more candidates than we can properly accept while in other grades there are fewer applicants than openings. The latter situation is frequently true in the Lower School, with exception of the boy applicants for fifth grade.

Early in January, contracts for the coming academic year will be mailed to all school families. By March 21st, we will have reviewed records of the applicants and on that date notify families of Committee decisions. Some applicants will be accepted, others will be put on a waiting list for future consideration should an opening occur in that grade, and a third group will be rejected.

Information on which decisions will be made will be assembled by an interview with the family and the candidate, by obtaining school records from the previous institution, and by tests which will be given here at School on January 17 with an alternate date of February 14.

Candidates for admission will be judged by the Admissions Committee in terms of their likelihood of success in the School and their promise as individuals who will contribute to the life of other students within the School. The Committee will examine each candidate and accept the best qualified individuals, taking into account the definition of the School as a college preparatory institution, as a family institution, and as a school having responsibilities to its community.

MRS. J. R. MODISETT
Admissions Secretary

CALENDAR

January 2	Basketball, Walther Luther — there	7:00 P.M.
January 5	School Reopens	8:25 A.M.
January 6	Basketball, North Park — here	4:00 P.M.
January 8	Educational Lecture Series: India Today — Auditorium	9:50 A.M.
January 9	Walther Luther — there	6:30 P.M.
January 10	College Entrance Examination Boards, S. A. T. only — Dunlap Hall	8:30 A.M.
January 13	Basketball, Luther South — here	4:00 P.M.
January 16	Basketball, Francis Parker — there	4:00 P.M.
January 19 through 22	Examinations for Upper School	
January 23	Recuperation Day for Upper School (no classes)	
	Basketball, Chicago Christian — here	4:00 P.M.
January 24	Basketball, Timothy Christian — there	7:00 P.M.
	Middle School Square Dance, Girls' Gym	7:30 - 9:30 P.M.
January 27	Basketball, Racine Lutheran — here	4:00 P.M.
January 29	Community Music Center Concert — Auditorium	10:30 A.M.
January 30	Basketball, North Park — there	7:00 P.M.
January 31	Basketball, Elgin — here	2:00 P.M.
February 3	Educational Lecture Series: "Up 'n Atom" — Auditorium	9:50 A.M.
	Basketball, University High — here	4:00 P.M.
February 6	Basketball, Luther North — there	6:30 P.M.
February 7	Dance Series	8:30 - 11:30 P.M.

The North Shore Country Day School Winnetka

notes

February, 1959, Vol. XX, No. 13

THE FUTURE OF NORTH SHORE COUNTRY DAY SCHOOL

A good school is the work of more than a lifetime. Its force and direction is supplied by the energy and thought of the many who learn and then contribute from their own improvement. The contributors are students, faculty, alumni, parents and friends of the school. Thus it has been with North Shore Country Day School.

We enjoy today, more than ever before, a unique reputation as one of the country's leading independent schools. This is due to the quality of our students and faculty. However, as a school we are sobered by the fact that our educational responsibility blankets the ages from six to eighteen years. If we do not do our job properly, the so-called "higher education" will never have a chance.

Our assets include a capacity enrollment and sound financial condition. The first is clearly part of a national trend toward better quality in education. The second is the result of an old-fashioned desire to live within our means. We have two weaknesses which must be corrected:

> We must guarantee the continued quality of our teaching by providing adequate and competitive teacher salaries.
>
> We must replace those portions of our physical plant which have been worn out by two generations of students.

After many months of searching discussion and analysis, the Board of Directors has decided to embark upon a development program to meet the school's pressing physical and non-physical needs. This program will cost one million dollars, to be raised over the three-year period 1959 to 1961 inclusive.

> The Development Program will provide a fund to finance additional compensation for teachers of special promise and performance.

It will provide for a complete renovation of the High School Building, including additional classrooms, a well equipped library, and science facilities. The High School enrollment will be expanded from 160 to 200 students.

It will provide a new gymnasium, thus affording adequate athletic and locker room facilities for both boys and girls.

It will provide new and efficient administrative space within the expanded High School Building and do away with Knollslea Hall — a costly and inefficient building to maintain.

It will provide on the site of the present girls' gym a new building for Music, Arts, and Shop. This will allow us a central location, connected to the auditorium, for teaching these subjects to the lower, middle, and upper schools.

This plan for the future of North Shore Country Day School has been a joint effort by seventeen members of the Board, the heads of the Parents and Alumni Associations, and the Faculty. It looks toward facilities that are adequate, simple and beautiful. The plan merits your attention and your approval.

In the coming months you will be asked to give to the school. Your response will be directed at the most personal and gratifying purpose — the education of our children.

CHARLES H. NEWMAN
President of the Board of Directors

* * * * *

On January 26 the 1959 Opera season began officially with the observance of Opera "Kick-off" Day. As has been customary, and as much as possible on the basis of choice, each student was assigned a role in the preparation of the performance, either as a member of one of the several committees or as a member of the group which will appear on the stage.

This year's production is to be "The Pirates of Penzance" and is scheduled for March 19 (Matinee), 20 and 21.

FEBRUARY CALENDAR

February 3 Educational Lecture Series — "Up N' Atom" — Auditorium ..... 9:50 A.M.
University High Basketball Game — Here ..... 4:00 P.M.

February 6 Luther North Basketball Game — There ..... 6:30 P.M.

February 7 Upper School Dance Series — Girls' Gym ..... 8:30 - 11:30 P.M.

February 10 Harvard Basketball Game — Here ..... 4:00 P.M.

February 13 Wheaton Basketball Game — There ..... 6:30 P.M.

February 14 Walther Basketball Game — Here ..... 2:00 P.M.
Admissions Testing ..... 9:00 A.M.

February 16 Lower School Parent-Faculty Tea — Walling Hall .... 3:30 P.M.

February 20 - 23 inclusive — Washington's Birthday Holiday

February 20 - 21 Private School League Basketball Tourney

February 24 Lake Forest Basketball Game — There ..... 4:00 P.M.
Middle School Parent-Faculty Tea — Walling Hall .... 3:30 P.M.

February 27- 28 Private School League Basketball Tourney

March 2 Upper School Parent-Faculty Tea — Walling Hall .... 4:00 P.M.

March 7 Middle School Square Dance — Girls' Gym ..... 7:30 - 9:30 P.M.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

March, 1959, Vol, XX, No. 14

A MATTER OF THOUGHT

A student of history may some day run for public office, he may write a best seller, or he may write policy for the State Department. On the other hand, he may never do any of these things — he may just as possibly come to earn his living as a lawyer, a sales manager, or a musician. Whatever he does, however, will reflect a particular way of thinking.

His responsibility as a student is to look in the record of human activity in quest of an understanding of human behavior. He studies episodes in time and in place...in a given century and in a particular culture. He reads the story of an Illinois lawyer catapulted into a national crisis on which were turned the eyes of the nineteenth century. Presented with an overwhelming body of fact and opinion all purporting to be the essential truth, the student must ferret out a path which leads to an understanding of human purposes and the means chosen for arriving at these ends. How can he explain the mantle of leadership falling on the shoulders of a backwoods lawyer who wanted both an end to slavery and the preservation of a Union already divided in sentiment? The historian's task is first to discover who backed Lincoln's election and, secondly, to explain how this electorate chose this candidate to champion its purposes.

In pursuit of the purposes of Lincoln's electors, the historian discovers a Carl Schurz whose decision to support Lincoln was an expression of a philosophy of society which had already, in 1848, led Schurz into the revolution in Germany. Through this discovery the student is led to an hypothesis explaining human purposes and decisions which, as he looks further, must be measured against the very real fact that other electors knew nothing of Germany but found Lincoln the best candidate through which to express their hatred of slavery.

In this and in other episodes the historian extracts from a mass of real experience a picture of truth. Similarly in fiction an author selects from real, vicarious, and imaginative experience, a story which elucidates life.

Through the reading of history and of fiction, a child becomes familiar with a wide range of purposes and means. When the second grader reads of Indians hunting buffalo, the fourth grader of Egyptians building pyramids, the eleventh grader of Englishmen buying control of the Suez canal, each accumulates experience. More often than not the lessons of this reading must be taught. The student must be helped to see the economic enterprise of the Indian buffalo hunter supported by a moral code in which physical courage plays the central role, the Egyptian relationship between the economic fact of slavery and the ideology of Pharaoh-worship, the national and international consequences of economic imperialism in the English control of a waterway. Thinking in these terms may well be the richest product of such study.

While the reading of history demands an inclusive view of the record of human purposes and means, fiction by its license to select and exclude offers a focus which becomes an hypothesis of behavior. The better the fiction the sharper the focus and the more penetrating the interpretation. Emerson's "shot heard round the world" epitomizes the repercussion of the actions of the "embattled farmers" which, while essentially true, cannot be documented in the historical record. Surely it was not chance that led John Mason Brown to choose Shakespeare's *Henry V* to read over the intercom to the Allied Forces about to make the Normandy beachhead. "We would not die in that man's company who fears his fellowship to die with us... We few, we happy few, we band of brothers."

In the historical record and in great fiction the student finds an arena challenging him to thought. Equally important are the hours spent in chorus or in the study of music where his eyes and heart are opened by communication through a universal art. Once he knows both Bach and Wagner, the comparison of the two invites understanding on a new plane. When he sees the grandeur of a vaulted cathedral decorated externally with gargoyles, he may be taught to value this apparent contradiction within the medieval culture.

Less dramatic, but no less important, are the resources on the student's doorstep. His part in a student council discussion of the need for Toy Shop asks of him an understanding of purposes, a decision, and a choice of ways and means.

A history student moves from school to college and so into medicine, journalism, or business. He educates his children; he plays golf; he serves on the Board of the library. The quality of his life will reflect the degree to which he has become intrigued with problems of motive and purpose, the wealth of experience he has acquired, and

the satisfaction he has recurringly met in discriminating between the tenuous and the real, the likely and the known, the insignificant and the cherished.

— Virginia S. Deane
— Nathaniel S. French

LE "KICK-OFF" DE L'OPERA

Amidst today's confusion of space pilots and pirates, the High School students of the North Shore Country Day School will present to you what Gilbert and Sulivan thought of pilots and pirates in their day. The students are joining forces in an ALL-OUT production of the annual operetta (the 40th, we believe). The dates: March 19, 20, 21, 1959.

This year's Gilbert and Sullivan operetta is to be "The Pirates of Penzance." It's a gay, mixed-up situation in which a certain little Frederic finds he's not an orphan (often) and becomes involved with pilots and pirates through no fault of his own. The High School population of one-hundred and sixty, coordinating voice, foot, ledger, hammers, pens, and brushes, will evolve one of the finest operatic productions of all time. Purchase your passes promptly! A pity to procrastinate!

— By Jeremy French

CALENDAR

March 2 —
Upper School Faculty-Parent Tea,
Walling Hall ..... 3:30 P.M.

March 7 —
Middle School Square Dance,
Girls' Gym ..... 7:30 - 9:30 P.M.

March 14 —
College Entrance Board Examinations,
— New Trier High School, Registration 8:30 A.M.

March 19 —
Pirates of Penzance matinee,
Auditorium ..... 2:30 P.M.

March 20 and 21 —
Pirates of Penzance, Auditorium ..... 8:30 P.M.

March 25 —
Kindergartens, regular dismissal
Upper, Middle and Lower School
dismissal ..... 2:00 P.M.

April 8 —
School reopens ..... 8:25 A.M.

The North Shore Country Day School Winnetka

notes

April 15, 1959, Vol, XX, No. 15

GROWTH IN READING

As your eyes skim over these ink marks, you are sharing what is one of the most arbitrary fabrications of man and at the same time what can often be one of his most beautiful and magic creations. Out of a series of lines and circles and semi-circles man has created words that have meaning. And while this reading skill is taken somewhat for granted, think for a moment that you had to learn to read as surely as you had to learn to drive a car: as you had to learn what all the pedals and switches and knobs meant, so you had to learn what symbols represented which sounds and what various combinations of those symbols meant.

Carry the automotive analogy a bit further. As you felt the thrill of independent action when all by yourself you could make the car start and stop, so the child learning to read thrills at being able independently to make words and meanings out of a confusing set of marks we call the alphabet — to read phrases and sentences that become a story. And as you drove in more and different situations and became more confident through knowledge of your car and your ability, so the learning reader grows in skill and in his ability to read new materials. By your driving you learned more about yourself as a person, how you would react to different situations, and as the reader progresses through literature he learns more about himself and other people, how they feel and react to the multitude of human situations. And here the analogy probably ends.

For in our reading we gain an immense amount of information; what we read can organize the complex world for us. At a very simple level, maps can organize the terrain and distances. Encyclopedias catalogue masses of world-wide information for us. A biology student may have the time to observe grass roots growing and the effects of various fertilizers on that growth, but by reading further he can learn weather and chemical effects on all sorts of plants he does not have the time or opportunity to observe. Any student can find out the difference between fusion and fission by reading a physics or chemistry text or any of the scientific periodicals. And the history student can learn much about his own village government by reading Greek history. In short, by reading we can amass an almost limitless amount of knowledge of the multitudinous areas of human learning.

But while we acquire information by reading, we can also learn those things that are not as automatic: namely the worth of our culture, the bases for what are probably the most important decisions we make — our value judgements. Our reading does influence us toward reaching a sympathetic grasp or insight into what the world and humans mean for us individually. A beginning reader delving into *Charlotte's Web* learns a great deal about human actions and reactions, about what people feel and why they feel as they do, for he can transfer that little spider's world to his own. In much the same way an adult reading Orwell's *Animal Farm* transfers that break-down of morality to the political world of the present and a possible future. Both the young and the older reader have learned more about themselves and the world with which they must deal, and they have done so without actually experiencing the events of the two books.

Because we can read, we can experience practically every aspect of life without necessarily performing it. We can know how a non-communist living in Russia feels about his life without having to be there ourselves. We can know how men of the 18th century felt about liberty without having to invent time machines to return us one hundred-eighty years. We can discern how a segment of our nation feels about the modern world without growing beards and affecting to be "beat."

A sixth or seventh grader reading *John Brown's Body* learns not only what happened during the Civil War, he learns also and even more importantly what happens to people under such circumstances. He learns how people have reacted to various difficulties he can relate to his own, every-day experiences, and he faces that day and the next with a little more understanding and assurance. A tenth grader reading *The Red Badge of Courage* sees that someone else has known fear and that his own fears and failings can be a manageable part of his own life. A twelfth grader reads that the most successful modern poet has doubts "that with myself I too much discuss" and finds in the poet's solution a way out of his own dilemmas. The reader becomes a "part of all that he has met"; the whole world is open to us through the fabricated yet magical act of reading.

"Empathy" is the word used to describe what happens to us when we project our own awareness into the life of someone else we see or create through reading; it is a necessary and valid type of experience for us through which we grow from the purely selfish baby to the citizen of the community and the world.

The power of literature is such that we can be transported from out own daily lives into imaginary worlds created by authors. While we are reading (or are having read to us) a story about Winnie the Pooh, a Jules Verne wonder tale, a detective story, or a Dostoyevsky novel, we lose our own identity, to a certain extent, and take on one from the story. We live for the time we are reading in that imaginary world, and when we have finished the story or peom or play, we return to our own world better equipped to deal with it with understanding. By feeling with a character in a book his joy or disappointment, by living with him his relationships with others we gain experience with human relationships that will better enable us to operate in our own lives.

In dealing with anything that is powerful enough to gain our complete attention, there are certain stages through which we grow until we reach a fuller understanding of that power and of our ability to utilize it most effectively. And so it is with the reading of imaginative literature. We can become captured for a time with what may be called escape literature, that is, material that affords an escape from the world of living into a never-never land in which all goes well or always ends well. Or, we may become enthralled with one type of book: travel books, science fiction, biographies, novels, the Rover boy series. Or, we may become thoroughly comfortable with one or two authors and seldom if ever experiment with new works. These stages, the escape and the mono-type or mono-author, are ones we outgrow as we continue to read. We find that we really want breadth as well as depth; we begin to evaluate a book for how much of its imaginary world can be brought back into our own world, for how much better able we are to understand ourselves and others for reading such a book. We grow to demand more significant content from what we read; we become capable of reading Shakespeare and Hawthorne and Conrad.

Our children know or will soon know the words represented by these letters we use; they are learning the skill of reading. As they acquire more completely that skill, the thrill of reading will become more and more a reality to them. They will learn much about society from historians and much about our external world from scientists. And from imaginative literature they will learn much about why people love and hate, why they feel violently about something or why they are apathetic. They will learn about themselves and the other selves that surround them.

MICHAEL POST

. . . MAY DAY 1959

May Day this year falls on May 8th.

The May Day Morning exercise will begin at 10:45 and will be given by the Lower School.

Following the play there will be a procession of the students to the green east of Dunlap where the May Queen will be crowned. The Queen and her attendants will be honored by dances and songs. Following the celebration the whole school will picnic on the green. The picnic lunches are to be brought from home and parents and their friends are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any colour is acceptable. All children should bring sweaters in case the weather becomes chilly.

K. LANDAU

SNOW JOB

On the evenings of April 24 and 25 "Off the Ground, Inc.", a group of North Shore amateur theater enthusiasts are presenting their seventh annual original musical comedy, *Snow Job,* in the New Trier High School Auditorium. The proceeds will provide a fellowship for some extra project for a teacher from this area, as part of the celebration of 'One Hundred Years of Education in Winnetka'. Tickets are $2 and $3, and are available through the school office, — or reserved seats may be had at the Centennial Office, 721 Elm St., Winnetka.

Several North Shore Country Day School parents are in the "Off the Ground" group, a few are in the cast, and many more are working on various phases of the administrative end of this large production, — such as ticket sales, procurring ads for the program, etc. We hope many families will enjoy an evening of fun at *Snow Job,* thereby lending their support to this large community venture.

MRS. ROBERT K. STRONG

CALENDAR

April 15 — Executive Meeting of the Parents' Association, at the home of Mr. and Mrs. Newton Burdick, 217 Dickens Road, Northfield ..... 8:00 P.M.

April 16 — Baseball, here Francis Parker .....

April 18 — Baseball, here, Racine Lutheran ..... 2:00 P.M.

April 20 — Baseball, there, Chicago Christian ..... 3:30 P.M.

April 23 — Baseball, here, Walther Luther ..... 4:00 P.M.

April 27 — Baseball, here, Timothy Christian ..... 3:30 P.M.

April 29 — Twelfth Grade Dinner Meeting, Parents, Faculty, and Students, Walling Hall ..... 6:15 P.M.

April 30 — Baseball, there, Luther South ..... 3:30 P.M.

May 1 — Baseball, there, Morgan Park ..... 4:00 P.M.

May 4 — Baseball, here, Glenwood ..... 4:00 P.M.

May 7 — Baseball, there, Chicago Latin ..... 4:00 P.M.

May 8 — May Day ..... 10:45 A.M.
Baseball, there, Racine Lutheran ..... 3:30 P.M.

May 11 — Baseball, here, Wheaton..... 4:00 P.M.

May 12 — Baseball, here, Lake Forest ..... 4:00 P.M.

May 14 — Baseball, there, University High ..... 4:00 P.M.

May 16 — College Entrance Board Examinations, here, registration .. 8:30 A.M.

The North Shore Country Day School Winnetka

notes

June 10, 1959, Vol. XX, No. 16

THE TEMPER OF OUR TIMES

A group of eighth graders in a recent discussion of their own ideals and objectives appeared to be unanimous in their opinion that a world war which would wipe out mankind was inevitable. They saw in the danger of a widespread atomic war a reality which left no room for hope, and so, no challenge to play a part in future decisions. When children jump to such conclusions, one wonders what is happening in their environment, for it would have seemed more normal to have them decide to pass a resolution to the world's capitals requesting the signatures of the incumbent leaders.

We live in most dramatic times, and it is inevitable that children should one day be exposed to a convincing prophet of doom and on the next to be enticed by dreams of wealth and glory. This is the drama of life, and a stimulating environment for all of us. It is, however, important that we watch the reactions of our youngsters to what they are absorbing from newspapers, radio, and TV. If their picture of the world allows no room for hope of a happy and productive future, they will not work towards future goals; the grasshopper will outreach the ant.

Certainly it would be wrong to attempt to hide from children the situations which are a real threat. They should know that Khrushchev may well be jovial at international cocktail parties because he knows that something over sixty per cent of the world's population is already under communist domination. And they ought to know that the nationalistic drives in North Africa have spread south to Central Africa in a wave which may soon break on South Africa where racial tensions are expressed in "apartheid" policy designed to establish the final superiority of the white race over the colored races.

They ought to know that the world's population is increasing at such a rate as to threaten millions of people with starvation in the near future and that there are more hungry people today than there were twenty years ago.

Even more uncomfortable, because of their closeness, are our national problems, but the facts are not too horrendous for children to handle. Many of them have already seen pictures in *Life* magazine of the building of a 32,000 bushel bin in Henrietta, Missouri, into which will be poured some of this year's surplus corn crop paid for with United States government tax money in a year when the national debt will again increase. Thus we store wealth which we cannot afford and which we can neither use nor dispose of in areas where it is sadly needed. And they should know that the Supreme Court decision requiring desegregation in the educational system of America has not solved our race problem in the South nor elleviated the difficulties which arise between races in Chicago. John L. Lewis, Walter Reuther, and Jimmy Hoffa are very different people; each in his own way an anathema in some quarters and a hero in others, and all are proper topics

of investigation for young minds who must someday tangle with the problems these men represent or create.

There can be little doubt that there are problems enough in the world to create a mass depression, but this is only one side of the story. We need not feel that we face a black destiny, thata man is a victim of situations beyond his comprehension and beyond his control. A more balanced picture allows both facts descriptive of great difficulties and, equally important, information on which one may build confidence and hope.

Recently, Dr. Gould, President of Carleton College and a renowned scientist, reported on his experiences with the Geophysical Year with an optimism which was most encouraging, and which was derived from a scientist's observation. In his talk he likened ou rtimes to the Golden Age in Greece when men's minds produced a gigantic step towards a more rational civilization, towards a better understanding of fthe world in which we live.

This is a thesis which breeds the energy essential to the steps which must be taken in the near future. And there have been recent developments to support this optimism. Arctic scientists worked on the problems forgetting which was Russian and which American. The medical sciences have developed antibiotics which have pushed many a disease off the dread list. Biochemists offer hope that many mental diseases may be cured through medication. Atomic power is becoming a reality of peaceful life. Jet powered planes make travel to distant spots both faster and cheaper. Automation not only frees man of onerous repetitive tasks but also assures the consumer of a better product through its intrinsic quality control. In Winnetka we enjoy fresh strawberries in March, watermelon in May, and lettuce throughout the year.

As our knowledge and wealth increase, painters have found a stronger support and Europeans now come to New York as Americans one hundred years ago went to London, Paris, and Rome. Musicians finding more discriminating audiences in a growing list of cities have increased in number and in quality. Great Books discussions across the country compete with groups debating a full gamut of important topics. Estimates of the percentage of college-age youngsters now entering college are moving up through the forty per cent toward the fifty per cent mark.

Further afield, one watches with interest the unfolding of the European Economic Community, not only for its effects on trade but for its ability to join sovereign nations in a mutual effort to solve a common problem. Working with its own nations and others, the North Atlantic Treaty Organization has weathered several storms and still operates as a combination of sovereign nations in a common interest. UNESCO, undertaking a much less restricted responsibility, has made its mistakes but has built an impressive body of confidence in its total effectiveness. Thus there is evidence that mankind has identified many of its twentieth century problems and is working creatively to find appropriate solutions.

Out of the temper of our times may come a picture of a happy future, and, conversely, one may conjure up a baack and desolate destiny. Our task as parents and teachers is twofold; first to present children with accurate descriptions of local national, and world situations so that they may have the background to judge the proposals they inevitably hear from politically interested factions; and secondly, to listen to their reactions and help them to maintain the sort of outlook which will foster a creative and courageous approach to the complex of national and world-wide stresses.

NATHANIEL S. *French*

William W. Talley, head of the science department in the high school at The North Shore Country Day School, has received an Award in Physics from the National Science Foundation.

Mr. Talley is one of four men in the Chicago area to receive such an honor in the field of physics. He has taught at The North Shore Country Day School for 15 years and is a holder of two degrees from Harvard University.

The Award, part of a Summer Fellowship Program, will enable Mr. Talley to study a new type of physics course this summer at the University of Connecticut at Storrs. The course is designed to provide students with a more realistic preparation for college on the grounds of integrating basic scientific knowledge with the newest discoveries in the field. Only those teachers who have taken this course, organized originally at the Massachusetts Institute of Technology under the Physical Science Study Committee, are permitted to offer it to their students.

Members of the Committee include university professors, high school teachers, industrial scientists and other specialists drawn from many parts of the country. The work has been sponsored by the National Science Foundation, the Ford Foundation, the Alfred P. Sloan Foundation, and the Fund for the Advancement of Education.

* * * * * *

The little red schoolhouse will buzz with summer activity again this summer when the North Shore Summer Tutoring School opens its doors on June 15. Offered to the entire North Shore area as a public service, the school features tutoring sessions in the basic skills of reading, writing, and arithmetic to youngsters from many north suburban schools. Teachers include several from our own faculty. Classes are held in the Middle School.

The school has been described in local papers, but it probably has gained its local reputation primarily from word of mouth advertising. If you are familiar with the Summer Tutoring School and you are asked about it, please don't hesitate to tell what you know. Further information concerning the seven week elementary school sessions can be had by contacting Mr. Eldredge.

* * * * * *

That American colleges and universities are getting the record number of applications they expected has been obvious for some time. What is also true, to the relief and joy of most of us, is that our graduating seniors and their teachers and parents have been successful in a nationwide competition and are gaining admission of the colleges they want. It is needless to add that this has not been without work.

While most of the seniors have not yet announced their final decision as to which colleges they will enter in September, it is interesting to list the colleges which have accepted our girls and boys.

Girls have been admitted to Radcliffe, Univ. of Colorado, Colorado College, Smith, Pomona, Mount Holyoke, Northwestern, Chatham, Western College for Women, Southern Methodist, Univ. of Toronto, Salem (N.C.) College, St. Mary's Junior College, Wheaton (Mass.) College, Goucher, Southern Illinois University, and Bradley University.

The boys have been accepted at Colorado College, Harvard, Princeton, Colorado University, Univ. of Chicago, St. Lawrence, Yale, Claremont Men's College, Colgate, Northwestern, Rocky Mountain College, Cornell, Kendall College, Univ. of Hawaii, Trinity, Wesleyan (Conn.), Pomona, Williams, Univ. of Michigan, Coe College, Univ. of Southern California, and Trinity.

That time of year has come when the Library Committee must ask you busy mothers to add another item to your already complex-enough Spring Housecleaning: please keep your eyes open for library books belonging to The North Shore Country Day School libraries. Please send them back to the libraries via your children. Please encourage your young to respect them. Thank you.

MAY DAY

Both Sophomore grades and I wish to extend our sincere thanks to the parents, faculty and students for the great help they gave us on May Day. The Lower School and the Middle School did an especially fine job on their play, "Rumpelstilsken", which was greatly enjoyed by everyone. This year's May Queen was Mary Allen. She was accompanied by two senior attendants; Linda Tannenbaum and Ann Eastman, and two eighth grade girls; Mary Jane Newman and Ellen Rockwell.

We had good luck with the weather and enjoyed having our lunch outdoors.

KARLA LANDAU

TREASURE CHEST

Memo to:

Anyone taking an unusual summer vacation.

Remember the Treasure Chest. If you're going to Europe or any foreign lands or to an area where there might be products that would intrigue our customers, take a little time off and shop for us. We'll be happy to give you the details. Call either Mrs. Kenneth F. Montgomery at HIllcrest 6-3127 or Mrs. Martin Joseph at the School.

CALENDAR

June 3, 4, 5, 8, and 9th — Upper School Examinations

June 4 Treasure Chest Meeting, Art Library ..... 9:30 A.M.

June 5 Lower School Closing Exercises — Walling Hall ..... 10:50 A.M.
11th Grade Picnic

June 6 7th Grade Picnic

June 8 Middle School Luncheon ..... 12:30 P.M.
8th Grade Picnic

June 9 9th Grade Picnic
10th Grade Picnic

June 10 Senior Luncheon ..... 1:00 P.M.
Senior Stunts ..... 2:30 P.M.

June 11 6th Grade Picnic

June 12 Commencement ..... 3:30 P.M.
12th Grade Picnic

June 13 Junior Prom ..... 9:00-1:00 A.M.

School opens Thursday, 8:25 A.M. — September 17th

The North Shore Country Day School Winnetka

notes

October, 1959, Vol. XXI, No. 1

POT OF GOLD

If you stand with your back to the sun and look into the falling rain you may find there a multi-colored rainbow. This arch of light quickens the heart and invites one with the promise that it marks a hidden pot of gold. Nothing in the rainbow and nothing in the terrain tells you whether the pot of gold is buried under the left arm or under the right arm of the arch, but obviously the riches are somewhat distant and the path to them difficult to discover. If you accept the existence of the pot of gold you face the question of which direction to take as you start off; but you know that you must be willing to accept a possible initial disappointment, you must have the courage to travel far, and you must arrive at your destination with the tools you will need for digging.

Not long ago I sat on the steps of a boathouse and watched a rainbow forming over the hills on the opposite side of the lake and thought of the four hundred children who would enter the North Shore Country Day School for a new school year to begin on a Thursday in September. Each goes first to the appropriate classroom and then, by tradition, to the Morning Exercise where the whole school meets together, after which the Senior Class raises the flag and the year begins in earnest. For the next ten months the search for the proper path continues while the effort to arm oneself with the necessary tools for digging goes on from day to day.

The most exciting aspects of any school year are very much like those of any other year, simply because the search for understanding in our culture requires of all of us a basic knowledge and some basic skills. While the Senior Kindergarten and First Grade are taking the first steps in learning to read, the Senior Class will take a course based on the Harvard films which are designed to teach them to read with better understanding and with greater speed. The youngest children must be taught that there is a way to form the letter "a" which is better than any other way, because it makes it easier and faster when one goes on to form the letter "b" and the letter "c" and so on. Older students automatically form the letters but not so readily know which letters they must choose to spell the words they need, and still older ones will be working to find the right word to convey a precise meaning. In the study of mathematics the basic pursuit may be similar but the range of difficulty extends from the addition of small quantities to the description of variables in differential calculus.

Within the basic curriculum are changes gradually taking place which promise some increase in the speed with which the students may grasp the tools of understanding. In the Senior Kindergarten pre-reading exercises will begin early in the fall, and those children who show a readiness to read will be given a chance to learn in the kindergarten year. Thus it may well be that several of the group will be well started on first grade reading before next summer. Others will be discouraged from attempting reading in order that they may devote more energies to activities more appropriate to their needs, and still others in the kindergarten will be expected to wait until they may begin their reading with Mrs. Kratz. In this sense the change of reading method is small, but for some few children it may make a real difference.

Another change of great interest is the introduction of a new method for teaching arithmetic to the youngest children. The Lower School has adopted for this coming year an entirely new set of mathematics texts and will be using some new teaching methods which revolve around the use of the Cuisenaire rods. These rods are quite simply a set of blocks which are designed in size and in color to introduce mathematical concepts through concrete example. They were designed by a Belgian, have been used with considerable success in England and in Scotland, and, more recently, in this country. The use of these rods can no longer be considered experimental, for their success as a teaching device has been demonstrated abroad and in several schools in this country, but so far as I know only the Carnegie math project at the University of Illinois and ourselves have adopted them in the state of Illinois.

Again, in search of better understandnig Mr. Talley will teach an entirely new Physics course in the High School. He was the recipient of a National Science Foundation fellowship which provided him with the opportunity to discuss with school and college scientists the problems of introducing some of the more advanced concepts of modern Physics to high school students. Three or four years ago a group of the nation's top physicists, supported by generous foundation grants, made an attack on the field of modern Physics as a problem in teaching. Beginning at Massachusetts Institute of Technology under the leadership of Professor Zacharias, they formed the Physical Science Study Committee and have reorganized the approach to Physics. They have arranged for the distribution of new laboratory equipment and films which will assist in the teaching, and the College Entrance Examination Board has revised its examinations to meet the need for a test which will be fair to students working in this new course.

A full catalog of growing strengths within the school would take too much space, but I am sure that some of you will watch with gratitude other opportunities placed before your children. In the Middle School there will be increased opportunities in the fine arts with a rearrangement of time allowing for music, dramatics and art projects in which several teachers will take part. A larger number of eighth graders will complete the first year of Algebra. Again this year's Seventh Grade will begin French and the Eighth Grade continue with the second year of French. In the High School new areas of mathematical study lead more students toward completing the first year of college math before graduation from high school. Others will be preparing themselves for examinations which will give them one year of college credit in English and still others preparing themselves for advanced placement in college through additional History studies.

While these things and others broaden the opportunities — open new paths through which our students may seek the "pot of gold" — improvements to the school plant go on at a most gratifying pace. Thanks to the help from the Treasure

Chest we were able to make improvements in the auditorium this summer which we have dreamed about for several years. Not only will you find it re-painted but also re-heated, and we are all glad to see the departure of the clusters of spotlights which seemed to hang so perilously from the ceiling. It is now possible to light the stage well and without resort to temporary fixtures.

The high school building, in process of complete re-building, will not be completed until the Christmas holidays, but it is proceeding according to contract. For reasons of safety it is not possible to invite people to enter the building, but one can see from outside the fence that it will be a very much improved and very important facility. New laboratories in the basement will substantially increase the amount of space and thereby the opportunity for experiment and for demonstration. On the top floor additional space allows for a notably larger library and on the two intermediate floors we will have some rooms increased in size and some new small conference rooms, as well as room to house the school administration. By using the fundamentally sound parts of the original building, the Board and the architects have managed to provide us with what will be, essentially, a new building for slightly more than half the price of an entirely new building of the same dimensions.

For these reasons and many more at the beginning of our forty-first year, it is easy to think in terms of rainbows, multicolored, promising and challenging. Our strengths are many, and our hopes high.

NATHANIEL S. FRENCH, *Headmaster*

AN OPEN LETTER FROM THE PARENTS ASSOCIATION

No word of welcome to those of you who are associated with North Shore Country Day School for the first time as parents would be complete without a small show of the enthusiasm we feel for the School and its accomplishments — an enthusiasm we look forward to sharing with you.

Each of us had his own special reasons for originally deciding to enter his children in N.S.C.D.S. Perhaps there were as many different reasons as there are children in the school. As our children have progressed and as we have become better acquainted with the school, our faith in it has increased and we can now list added reasons as to why we are happy that our children are at North Shore.

We sincerely hope and we feel very sure that as you and your children participate in the many activities of the School, you will have the same rewarding experience that we have enjoyed.

Participation is the very essence of any privately supported institution such as our School, and so we look forward to knowing you better through working with you in one or more of the exciting and necessary activities which have become the traditional responsibility of the Parents Association.

Again, welcome. It is a real pleasure to have you as one of us.

Very cordially,

HUNT HAMILL, *President*
Parents Association

NEEDED

One small, easily movable piano for school dances. If you have one to donate, please call the school.

The following pages are for your reference throughout the year. Please save!

EDUCATIONAL LECTURE SERIES — 1959 - 60

This year the Educational Lecture Series, a non-profit venture, will include top-ranking artists in a wide variety of programs that, we hope, will prove stimulating to students, the faculty and parents.

Two evening performances and six morning programs cover a range of subjects from Shakespeare to spacemen — from modern art to Russian industrial power — and, from semantics to Indian and Indonesian dances.

In addition to the formal Series, your committee has taken on an added task this year of keeping a weather eye out for unusual and provcative speakers in interesting fields to appear during regular Morning Ex time throughout the School year.

Your active support is earnestly invited so that all of the students may enjoy and benefit from the Series.

EVENING PERFORMANCES — 8:15 P.M.

FRIDAY, NOVEMBER 6 —"THE TEMPEST"

Shakespeare Festival Players and Arnold Moss

Booked later in the season at the Civic Theater in Chicago, the Players with Arnold Moss have been acclaimed as leading Shakespearean actors by critics in the NEW YORK TIMES, the NEW YORKER, the SATURDAY REVIEW OF LITERATURE and LIFE MAGAZINE.

FRIDAY, APRIL 8 — "MAN IN SPACE"

The Story of the Astronauts — Willson H. Hunter

Mr. Hunter is one of the key men at the Lewis Research Center of the National Aeronautics and Space Administration. He will discuss the latest Government plans for sending man into space.

MORNING PERFORMANCES — 10:30 A.M.

MONDAY, OCTOBER 19 — "ROCKETS AND SATELLITES"

A lecture demonstration by John Sternig

MONDAY, JANUARY 18 — "INDIAN LIFE AND LORE"

Presented through Music and Costume by Eagle Plume

MONDAY, FEBRUARY 15 — DANCE-LECTURE ON ASIAN CULTURE

Kim On Wong and Miss Shirley Genther

MONDAY, MARCH 14 — "WHAT MODERN ART IS TRYING TO SAY"

Illustrated and presented by Franz Schulze

MONDAY, APRIL 25 — "RUSSIA AND ITS INDUSTRIES"

Nathan Cummings

MONDAY, MAY 9 — "THE ROMANCE OF WORDS"

Linguistics — Puzzle and Solution

Dr. Rowland M. Myers

All performances will be given in the School auditorium.

BEATRICE C. MAYER
Chairman

ABSENCES

In the interests of quality of work and the best attitudes towards responsibility of students for their own progress, the school expects all pupil to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work", which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the school office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 7:45 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission for Upper School students to leave the campus during the school day must be obtained from Mr. Post (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or athletics for doctors' appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the school are normally travelled by bus, and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

COLLEGE REPRESENTATIVES

The following colleges will have representatives visiting the school in October. Appointments will be scheduled starting at 1:20 P.M. This list is necessarily incomplete because of the early publication of this issue of Notes.

September	30	Ripon College — Miss Katherine Kirby
October	7	Bennington College — Miss Rebecca Stickney Sweetbriar College — Miss Jean Louise Williams
October	8	Centenary College for Women — Mr. Judson Betts Carleton College — Miss Bettinghauf
October	9	Pembroke College — Miss Alberta F. Brown
October	14	Pine Manor Junior College — Mr. Bridges Massachusetts Institute of Technology — Mr. James Eaker Chatham College — Miss Peggy Donaldson
October	15	Grinnell College — Mr. Sequira Duke University - Women's College — Miss Nancy Lee Smith
October	16	Westminster College — Mr. Steerman
October	21	Bennett Collete —Mrs. Jeanette Hersey
October	26	University of Denver — Mr. Hathorne
November	2	Beloit College — Miss Phyllis Lines

TREASURE CHEST BULLETIN

This fall, the Seventh Annual Treasure Chest Sale of the North Shore Country Day School will be held on Saturday, November 14th, 1959, and we are hoping for another wonderful success this year.

In 1952, Mrs. John T. Pirie II organized and conducted the first Treasure Chest Sale, as she was keenly aware of the many needs of the School for which there were no available funds.

As you can see from the enclosed flyer, each class once again has an interesting project, well deserving of your cooperation. As a result of your help in the past years, the School has used the proceeds for camera equipment, a partial retirement of the mortgage on Perry Dunlap Smith Hall, new curtains and Hi-Fi equipment for the Auditorium, and last year for special stage lighting and for the School Development Program.

Of special appeal this year, will be our new Christmas Boutique containing treasures from foreign lands contributed by travelling North Shore parents.

Mr. and Mrs. John Milliken have graciously offered their home for our Kick-Off-Party on Friday, October 9th, 1959. A beautiful beaded wild game cloth, designed and executed by our Special Projects Committee will be raffled that evening. Please try to attend and make the party a tremendous success!

Your own grade needs your help, but if some other class project is appealing, they will welcome your assistance!

BARBARA T. REIDY
(Mrs. T. Hamil Reidy)
Treasure Chest Sale Chairman

CALENDAR

October 3	Football, St. George Junior Varsity — Here	10:00 A.M.
October 5	Executive Comimttee Meeting of the Parents Association at the home of Mr. and Mrs. Hunt Hamill	8:00 P.M.
October 9	Treasure Chest Kick-Off Party at the home of Mr. and Mrs. John Milliken	6:00 - 8:00 P.M.
October 10	Football, Walther Luther — There	2:00 P.M.
October 17	Football, Luther North — Here	10:00 A.M.
October 19	Educational Lecture Series, Auditorium "Rockets and Satellites" presented by John Sternig	10:30 A.M.
October 24	Football, Wheaton Academy — Here	10:00 A.M.
	Middle School Square Dance — Boys Gym	7:30 - 9:00 P.M.
October 31	Football, Luther South — There	2:00 P.M.
November 6	Educational Lecture Series — "The Tempest" with the Shakespeare Festival Players and Arnold Moss	8:15 P.M.
November 7	Football, North Park — There	2:00 P.M.

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1959 - 1960

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of the Faculty and Dean of Girls ..... Virginia S. Deane
Head of the Lower and Middle Schools ..... George F. Eldredge
Dean of Boys ..... Michael A. Post
Treasurer ..... Lorenz W. Aggens
Assistant Treasurer ..... Elsie V. Harridge
Registrar ..... Jean K. Talley
Secretary to the Headmaster ..... Dorothy Roberts
Manager of Day Camp ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Director of Public Relations ..... Helen F. Joseph
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Admissions Secretary ..... Barbara B. Modisett
Office Secretary ..... Lillian S. Zimmerman
Director of Transportation ..... Katherine L. Brunner
Bookkeeper ..... James J. Bergen
Lower School Executive Secretary and Admissions Secretary ..... Jessie C. Griswold

LOWER SCHOOL

Fifth Grade ..... Zoe Lund
Fourth Grade and Chairman of the Faculty ..... Kathleen M. Collingbourne
Third Grade ..... Marlene Neumann
Second Grade ..... Frances B. Renoe
First Grade ..... Andrea L. Nold
Kindergarten Teacher ..... Carol A. Meglitz
Kindergarten Teacher ..... Margaret B. Bleloch
Kindergarten Assistant ..... Ellen Bockius

MIDDLE SCHOOL

Chairman of the Faculty ..... William W. Steel
English ..... Sarah G. Bolster, Joseph J. Nold, George F. Eldredge, and Joseph H. Pynchon
Social Studies ..... William W. Steel, Sarah G. Bolster, Joseph J. Nold
Mathematics ..... Mary M. Brandes, Virginia Ingram, William W. Steel
Science ..... Mary M. Brandes
French ..... Alexander Hamilton

UPPER SCHOOL

English ..... Michael A. Post, Roger C. Hill, Alice A. Davis, Joseph H. Pynchon
Social Studies and History .. Virginia S. Deane, Nathaniel S. French, Samuel Bockius
Mathematics ..... Lewis A. Taylor, Roy Porterfield, William W. Talley
German ..... Karla Landau
French ..... Simone Valvo, Alexander Hamilton
Latin ..... Anna Eiben
Science ..... William W. Talley, Joseph A. Licata, Martin J. McCarty
Health Education ..... Perry Dunlap Smith
Typing ..... Viola R. Schwimmer

INTER-SCHOOL

Art ..... Richard Brauer, Harriet Hahn
Dramatics ..... Roger C. Hill
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Stephanie F. Wishart
Music ..... Vincent B. Allison, Theo D. Dose, Barbara McFaddin
Physical Education ..... Martin J. McCarty, Sylvia Spencer
Developmental Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade ..... Miss Ingram
7th Grade ..... Miss Bolster
8th Grade Boys ..... Mr. Steel
8th Grade Girls ..... Miss Brandes
9th Grade Girls ..... Miss Davis
9th Grade Boys ..... Mr. Pynchon
10th Grade Girls ..... Miss Eiben
10th Grade Boys ..... Mr. McCarty
11th Grade Girls ..... Mme. Valvo
11th Grade Boys ..... Mr. Aggens
12th Grade Girls ..... Miss Deane
12th Grade Boys ..... Mr. Post

THE BOARD OF DIRECTORS

Gilbert H. Osgood, President
Lawrence Howe, Jr., Vice-President
Thomas F. Geraghty, Jr., Secretary
Nathaniel S. French, Headmaster
Lorenz W. Aggens, Treasurer
William F. Benoist, Jr.
W. Newton Burdick, Jr.
Edward J. Burnell, Jr.
Thomas H. Coulter
William W. Darrow
Paul W. Guenzel
Edward K. Hardy, Jr.
Foster Hannaford
Charles H. Newman
Kenneth I. Russ
Howard E. Sommer

THE PARENTS ASSOCIATION

President, Mr. Hunt Hamill, 550 Cedar Street, Winnetka .....HI 6-0928
First Vice-President, Mr. Hays Clark, 180 Chestnut Street, Winnetka ....HI 6-6688
Second Vice-President, Mr. John T. Benson, 596 Oak Street, Winnetka ...HI 6-3660
Secretary, Mrs. Howard E. Sommer, 815 Mt. Pleasant, Winnetka .....HI 6-4591
Treasurer, Mr. Jonathan W. Strong, 326 Ridge Avenue, Winnetka .....HI 6-3253

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, and the Standing Committee Chairmen.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. James G. Dern, 25 Fox Lane, Winnetka .....HI 6-1756
Athletic, Mr. James R. Wilson, 207 Dickens Road, Northfield .....HI 6-0541
Costume, Mrs. Howard Kern, 2238 Greenleaf, Chicago .....AM 2-8775
Educational Lecture Series, Mrs. Robert B. Mayer, 915 Sheridan Rd., Winnetka HI 6-1914
Faculty Teas, Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka .....HI 6-6189
House, Mrs. John H. Leslie, 744 Tower Road, Winnetka .....HI 6-4808
Library, Upper School, Mrs. Jonathan W. Strong, 326 Ridge, Winnetka ..HI 6-3253
Middle School, Mrs. R. Douglass Cooper, 660 Rosewood, Winnetka ...HI 6-3618
Lower School, Mrs. John H. Moreschi, 82 Locust Road, Winnetka ....HI 6-1067
Lunch, Mrs. J. Robert Cohler, 653 Hill Road, Winnetka .....HI 6-2445
"Notes", Mrs. Henry A. Gardner, Jr., 573 Grove Street, Glencoe .....VE 5-1930
Mrs. Otto F. G. Schilling, 849 Bob O'Link Road, Highland Park .....ID 2-7614
Office, Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield .....HI 6-3925
Publicity, Mrs. Philip W. Moore, 100 Green Bay Road, Winnetka .....VE 5-0878
Refreshments, Mrs. Hays Clark, 180 Chestnut Street, Winnetka .....HI 6-6688
Safety Council, Mrs. Robert C. Dille, 1631 Ridgewood Lane, Glenview ....PA 4-2962
Steering Chairman, Mrs. Richard L. Merrick, 245 Park Avenue, Glencoe ..VE 5-2033
Lower School, Mrs. Charles B. Coburn, 510 Madison Ave., Glencoe ..VE 5-0676
Middle School, Mrs. Arthur B. Seibold, Jr., 140 Park Ave., Glencoe ..VE 5-1617
Upper School, Mrs. Matthew L. Rockwell, 1194 Westmoor Rd., Winnetka HI 6-4487
Treasure Chest, Mrs. T. Hamil Reidy, Norfolk Road, Northfield .....HI 6-5075
Mrs. James A. Babson, 153 Sheridan Road, Winnetka .....HI 6-1586
Student Activities, Mrs. Elmer H. Wavering, 840 Normandy Lane, Glenview PA 4-1184
Middle School Telephone, Mrs. Thomas F. Geraghty, Jr., 344 Palos, Glencoe VE 5-2051

GRADE CHAIRMEN

Senior Kindergarten, Mrs. William B. Morse, 2716 Blackhawk Rd., Wilmette AL 1-5851
First Grade, Mrs. Herbert C. Johnson, Jr., 735 Surrey Lane, Glenview ...PA 4-5243
Second Grade, Mrs. Kenneth Turner, 2410 Ridge Drive, Northbook .....CR 2-4475
Third Grade, Mrs. Daniel Searle, 200 DeWindt Road, Winnetka .....HI 6-1936
Fourth Grade, Mrs. John A. Purinton, Jr., 146 Chestnut St., Winnetka ...HI 6-2142
Fifth Grade, Mrs. Langdon L. Barber, 576 Arbor Vitae, Winnetka .....HI 6-7157
Sixth Grade, Mrs. James Fitzmorris, 811 Tower Road, Winnetka .....HI 6-2290
Seventh Grade, Mrs. Samuel A. Lynde, 892 Oak Street, Winnetka .....HI 6-3794
Eighth Grade, Mrs. Charles L. Fletcher, 1731 E. Ridgewood Lane, Glenview PA 4-1613
Ninth Grade, Mrs. Theodore Donaldson, 1010 Mt. Pleasant, Winnetka ....HI 6-2212
Tenth Grade, Mrs. Guy B. Mercer, 519 Ash Street, Winnetka .....HI 6-3382
Eleventh Grade, Mrs. Godfrey Sperling, Jr., 928 Pine Street, Winnetka ...HI 6-6029
Twelfth Grade, Mrs. Jay R. Sheesley, 303 Sheridan Road, Glencoe .....VE 5-1202
Mr. Robert K. Strong, 1092 Crescent Lane, Winnetka .....VE 5-2891

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXI November, 1959 No. 2

Annual Report

It is a great pleasure to present the report of the School's fortieth year, and it is my hope that a picture of one brief year may serve as a demonstration of the wisdom with which a group of Winnetka parents laid the foundation of an institution which was to grow, and from year to year, to play an increasing part in its own community and in the national educational scene. Our Fortieth was a happy year and a productive one.

In the months between September 1958 and June 1959, 398 boys and girls spent a good many hours working to improve their academic skills and knowledge, building in themselves a better understanding of esthetic matters, growing into the sort of young men and women from whom the world can expect a responsible and effective participation.

Teachers and Teaching

Since the School's beginning in 1919 there has been a steadfast devotion to experiment in teaching. This, of course, has meant that the faculty has been constantly alert to the learning process, attempting always to find the more important materials and the more efficient ways of imparting them.

A notable result of this effort is the revision which is taking place in the School's teaching of mathematics. For the first time a group of seniors completed a year of college mathematics (analytical geometry and differential calculus). Behind this course is a good deal of investigation and discussion of the whole mathematics curriculum of the School. Over the past three years Mr. Taylor attended mathematics conferences at Oberlin College, at Ripon College, at Rutgers, and at Wesleyan. Materials from the College Board Mathematics Commission, from the Carnegie Mathematics Project at the University of Illinois, from the Yale investigations, and others were studied by the mathematics teachers. From this came plans for a series of changes which will affect the teaching of mathematics throughout the

School. In the elementary grades we have adopted new material which promises a better understanding of abstract thinking, while the Middle School decided to increase to about half the class the number of eighth graders who will complete a year of algebra. In the Upper School new topics appear within the old framework. Some three-dimensional material and the beginnings of analytical geometry will supplant less significant parts of the plane geometry course. Number sets, basic logical structures, and probabilities will be found in the first and second years of algebra. These changes have been made after careful consideration of both the learning process and the nature of modern mathematics. It seems probable that their success will bring further changes.

* * * * *

For a good many years the School has felt its foreign language teaching program would not be entirely successful until we were able to graduate a good percentage of people who were, to all intents and purposes, bilingual. It would be pleasant if the answer to this ambition were no more difficult than to start children at an earlier age, but we know this to be an insufficient answer both from our own experiences and from the experiences of other schools. Five years ago we started a group of second graders in the study of German, and while some of the children in the class have made good progress, others have dropped the study of German. This last year a carefully designed French program was initiated in the seventh grade with results which, on the whole, were most encouraging. Some few students did not take kindly to the language, and others moved ahead with a skill which was exciting to watch. On the whole, the seventh grade class in the spring had a better French accent than a group of students who began French at the same time as ninth graders, and the faculty was encouraged to believe that the continuation of this program held high promise for the future. A group of parents, working with the School, has spent a good deal of time on this problem, and it is reasonable to expect that this participation will bring further improvements in this area.

During the past several years the school science program has undergone a series of changes, all of which are designed to provide our students with a greater awareness of natural phenomona and at the same time to teach them the methods of scientific investigation and allow them the thrill of discovery. In the Lower and Middle Schools this has meant an increase in time devoted to study in the realm of science so that what we once called general science, and taught in the ninth grade, is now completed in the pre-high school years. For instance, the third, fourth and fifth graders last year got a substantial look at the process of change through watching seeds grow into plants, solutions into crystals, tadpoles into frogs, eggs to chickens, liquids to gasses, solids to liquids. On their level this might be called a survey of the dynamic process of nature. As a result of this earlier learning it was possible last year to offer biology in the ninth grade for the first time. Previously it has been taught in the tenth grade. This allows us to offer chemistry and physics in the tenth and eleventh grades, and plans are underfoot for an exciting senior course in science which will consist of a series of natural phenomona each to be investigated from the point of view of the separate disciplines, i.e., a given phenomona may be looked at as a problem in chemistry, in physics, and perhaps in biology. By beginning formal scientific study in the ninth grade this opportunity for seniors suggests quite exciting and new horizons.

* * * * *

Again music laid its claim on time and interest with a strength which may be considered a measure of its own appeal and of the durability of our musical tradition. In the Lower School ninety-some children were playing recorders as a result of a training program which begins in second grade and contimes through the fifth. A special chorus of children from the fourth, fifth, sixth, and seventh grades produced *Rumpelstiltskin* for May Day, a performance which was as much fun for them as it was for their audience. The High School choruses and smaller singing groups sang for the School on various occasions and occasionally sang away from home. The opera, *The Pirates of Penzance,* was

well and beautifully done, and happily involved the Upper School in all the scenery building, ticket selling, costume fitting and make-up that such a performance entails.

The Middle School orchestra met at regular intervals and played for the whole School two or three times. They have been, in the past, more successful than has been the High School in gathering the kind of regular attendance which is essential to an instrumental group. However, last year a larger number of High School students found the time for more advanced instrumental playing, and we had evidence of their skill both at Christmas and at Commencement time. The many demands on the time of High School students has had a negative effect on instrumental music. Should we break through this pattern and increase the instrumental music, our program would be the richer.

As in the past, children throughout the School were engaged in the graphic and plastic arts, as well as in music, and I think it is worth noting that their interest in the kiln was somewhat higher than usual. A good many Lower School children not only made things in clay but glazed them, helping to load the kiln, and observed the color changes during the firing process. Our Lower and Middle School art show was greeted with enthusiasm, while constantly changing exhibits of children's work served to brighten the School's halls. In the High School for the architectural minor and for the art survey, a collection of slides has been built to imposing proportions. Mr. Brauer has done much of this work on his own, and his collection now numbers about twelve thousand slides.

* * * * *

The athletic record for the year was a good one and particularly so for the girls who managed to make a clean sweep of six field hockey games and to win all of their tennis matches. In basketball they had as much or more fun but did not win so many games. The boys' football team won six games and lost two, while the basketball team seemed to stumble through its season winning ten and losing thirteen, only to arrive at the end

of the line by winning the Private School League basketball tournament. The baseball team took fifteen and lost six, to stand third in the Private School League. While the boys tennis squad won only five of its nine matches, this is an improvement over the previous year, and they threaten to do better in the future. The Golf Team placed third in the Private School League Tournament.

Last year for the first time in many years regular ice hockey practice produced a team which entered competiton as the underdog and lived up to expectations. They spent a good deal of time setting up lights, boards, goals, and in learning the game. It is hoped that they have laid a foundation for future ice hockey teams.

* * * * *

The faculty of the School continues to carry its many-sided responsibilities with outstanding skill and devotion. Not only did they manage constant reorganization and improvement of the School's academic program but they also found time to produce a play, *See How They Run,* as a benefit for the scholarship fund, and turned over to the School's treasury a substantial sum of money thereby.

A complete list of their activities outside of the School would be impossible but would include leadership responsibilities in the Independent School Association of Greater Chicago, the Independent Secondary School Fund of Chicago, the Headmistresses of the Middle West, the Independent Schools of the Middle West, the National Association of Principals of Schools for Girls, the National Council of Independent Schools, and the College Entrance Examination Board. It is most gratifying to know that they have been chosen by their own profession as men and women of outstanding caliber.

Responsible Men and Women

From its beginning the School has been unique in its dedication to the proposition that a responsible life in the adult years will come from a careful fostering of attitudes and experiences during youth. Much of our success comes from training in the Student Coun-

cils, the Purp, the Mirror, the Morning Ex Committee, the Girls Athletic Association, but there are other experiences through which a child may find what it is to be of service to others. A group of Middle School Science Club members went over to Christ Church to gather euonymous clippings and brought them back to School to root and to plant them, hoping that eventually we will have evergreen covering where now winter leaves us bare. When, at the end of the school year, we moved out of the High School building to make room for the contractor's crew, the Upper School students carried a good deal of furniture, the bookcases, and some 6000 volumes from the library to the girls' gym in approximately one and one quarter hours, a job which could not have been done without good-hearted effort and careful organization.

A special committee of the Student Government, the Social Services Committee, organizes efforts of the School to help the outside world. They may take responsibility for Morning Ex discussions of need in other parts of the world, or they may organize drives here to assist with the Red Cross, Community Chest and others. They were particularly successful last year in earning money which was spent to send soap to Dr. Dooley in Laos, and they did any number of little jobs, such as to assist in the selling of coupon books for Ravinia.

Parents Association

As always, the School was far better for the work of the Parents Association. They, year in and year out, provide us with assistance of tremendous importance. Last year they increased their hours at the switchboard so that the School's telephone service was maintained by parents between 8:30 and 3:30; they served behind the steam table in the lunchroom; they put in many important hours in the libraries; they arranged art exhibits to be hung around the School, and particularly in the auditorium foyer; they published a monthly bulletin – *Notes*; they did wonders with needles in the costume room; and in many other ways contributed to the educational process at School.

Although a country day school accepts the reponsibility for most of a child's day, there are still evenings and weekend hours when social affairs can become a problem. Last year a group of parents worked long and hard to pull together a series of recommendations which would ease the problem of the parent who hears so frequently from his children — "Everybody else has . . .," or, "nobody else's mother . . ." It was not the intention of this group to set down a code which all families must follow, but rather to make recommendations to all families which would help them to provide a better social climate. Their work was completed by May, and it was decided that it should be distributed to all parents in the fall.

The Treasure Chest again ran an extensive sale which was most successful, and early in December they turned over to the School fifty-five hundred dollars. Much of this money went into further auditorium improvements, and the remainder of the money went into the School's Development Fund. Their work is of tremendous importance and has made additions to the School for which we will be forever grateful.

While the Board of Directors must, in the nature of things, take the final responsibility for the School's financial affairs, they have been tremendously helped by the organization of parents who undertook again last year to raise funds to support the School's program. They did an heroic job of getting to see a good many people in a limited span of time and were able to report by the end of the month of December a substantial amount of money directly resulting from their campaign.

Alumni Association

Under the thoughtful and energetic leadership of Franklin Bowes, the Alumni Association has continued its forward motion. Their Board of Directors met twice with very good attendance, and the annual luncheon provided a social meeting.

Six standing committees did much of the work of the association, and particular note should be made of the efforts of the Develop-

ment Fund Committee which has set up a careful organization and compiled an enviable record. New on the scene is the *Alumni News Letter,* the result of the work of the Publications Committee – and a very happy addition to the Alumni organization. Less obvious but of real value is the work which was done to keep the records up to date and which will allow the 1960 publication of a supplement to the *Alumni Directory.*

Through these and other channels the Alumni Association played an active part in the life of the School. It is well organized and important to all of us.

Material Matters

The Board of Directors, after over a year of study of the School's needs, made a decision in December of our fortieth year to initiate a campaign to raise one million dollars and proceeded to underscore their determination to raise this money by donating one hundred thousand dollars themselves. Mr. Lawrence Howe, Jr. accepted the responsibility of the chairmanship of this effort and with his various committees has made tremendous progress toward the eventual goal.

While the money raising was still beginning, a contract was let to the O'Brien Company for the complete rebuilding of Dunlap Hall. On June thirtieth, the end of the school year, much had been done to the original building, and it stood as a gaping shell amidst holes dug for new foundations. (As this report goes to press the contractor re-guarantees to complete the job by January first).

We are a small school and comparatively a young school, and both of these facts have bearing on a fund drive of the proportions undertaken by the Board. They were well aware that such large sums could not be easily raised, but they also knew that they sought help from men and women who would be willing to make sacrifices in order that the North Shore Country Day School might take a significant step in the direction of permanence and excellence.

Nathaniel S. French, Headmaster

Financial Statement

INCOME AND EXPENSE	1957-58	1958-59
Income:		
Net Tuition Income	$276,904	$295,401
Other Income	17,389	21,717
Total Operating Income	$294,293	$317,118
Expense:		
Salaries and Benefits	$249,774	$296,899
Educational Expenses	5,884	8,089
Administrative Expenses	15,916	27,015
Operating Expenses	33,641	17,953
Maintenance Expenses	17,613	24,611
Total Operating Expense	$322,828	$374,567
Net Operating Deficit:	$ 28,535	$ 57,449
Capital Expenditures:	$ 7,287	$ 6,381
Reduction of Debts:	$ 19,000	0
Total deficit before contributions	$ 54,822	$ 63,830

* * * * * * *

During the fiscal year 1958-1959 contributions and gifts were given to the School as follows:

Scholarship and Education Fund	$53,101
Debt Retirement Fund	4,186
Total Contributions	$57,287

The annual campaign to raise funds to balance the School deficit was terminated on January 1, 1959, and a three year program to raise $1,000,000 for developmental purposes was launched. As of June 30, 1959, cash and pledges had been received totaling $123,656, from which $61,685 has been spent.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

December, 1959, Vol. XXI, No. 3

CHRISTMAS AT NORTH SHORE COUNTRY DAY SCHOOL

Open with a dark day — a beautiful, dark December afternoon.

See All, muffled by a misty, swirling curtain of fine snow.

See Lake Michigan, black waters and dusky purple shoreline. The snow is silent as it drifts from the sky, makes a decision, and spirals to a quiet disappearance in the dark waters.

See corn stuble, retaining its buff identity in a level Illinois field. Sere, blown free of the grove which huddles near the warmth of a lonely farmhouse, an oak leaf skates across the dusty snow of the field until, one last tumble, an icy ditch says that's enough.

See the city, evergreen and lights warm the steel and cement and glass of the city, Sandburg's city of the big shoulders; the shoulders are bearing home a Christmas tree.

See the hemlocks darkening Leicester Hall: black-green hemlocks.

See the spruce darkening Knollslea Hall: silver-blue spruce. Swept, dusted by the snow, the evergreens lean and lean into the wind. See lights winking through the late afternoon from the headmaster's house. Open-coated shapes move, ill-defined against the purple-grey dusk, from Knollslea; they slide-run-slide on the snow-covered walk and filter through the pillars into the auditorium.

See coats and books, forgotten for the time by the complete forgetfulness of the young, waiting in careless courtesy on seat backs, piano tops, floor. A script rattles, voices rise and sink, try again; a page drops to the stage and is not heeded, for the telling of The Story is in preparation. In voice and motion, with anxious care The Story will be told.

And while, outside, the elements rehearse atmosphere, inside the atmosphere which is life takes shape and is shape: stumbling, moving, full, sad, merry, full, unpatternable, guided, full.

During the thirteenth and fourteenth centuries the various guilds of York, England, produced a series of plays dealing with the life of Christ. These mystery or miracle plays were presented on mobile stages, called pageants, for the instruction and entertainment of the townspeople. The York Nativity Play is perhaps the best known of these.

The play is presented by the ninth grade girls and boys, all of whom have shared in the production.

THE PROPHECIES FROM ISAIAH.....Senior Boy

THE CHRISTMAS STORY AS TOLD BY ST LUKE AND ST. MATTHEW..Children from the Second Grade

See a piano, a music score, singers and a leader; in Knollslea Hall a classroom lamp keeps the indoors in. Wet wool, melted snow sparkling on navy blue betray the dark beyond the window. Steam raps for attention; heat throws open a window; and the ancient harmonies of the room join the mystery of the snow in the dark outdoors.

Someone stops on his way to an appointment. He wraps himself in the warmth and revelation of the old music.

The snow knows what fidelity means.

> "We believe that in a world of political, economic, and personal disintegrations music is not a luxury but a necessity — not simply because it is 'therapeutic' nor because it is the 'universal language,' but because it is the persistent focus of man's intelligence, aspiration, and good will."

THE CHRISTMAS PORTION OF THE MESSIAH
Handel

AND THE GLORY OF THE LORD
FOR UNTO US A CHILD IS BORN
O THOU THAT TELLEST GOOD TIDINGS
GLORY TO GOD

HALLELUJAH
The Chorus of the Upper School

Music for the Tableaux will be provided by members of the Ensemble and the A Cappella

Music during the Christmas program will be provided by choruses, soloists, and instrumental soloists from the Middle and Lower Schools.

See color. See the colors of a flaming oak log, carried across the Yules of history: textured wood, rough bark never to be consumed; textured flame, everlasting light to carry the song of The Star that shone on Bethlehem.

See color, berry red and holly green, not imitation but reality, the stuff of life: the paint on a toyshop hobbyhorse, the tempera on taut canvas to become The Inn, the crayoned wax on a child's Christmas card. See paint on kindergarten smock, on scene shop floor, on splattered deepsink. See paint: see pattern and shape.

> The art department has a number of special projects during the Christmas season. Probably the most carefully worked out of these is the tableaux program, which is presented with the drama and music departments on Tuesday of our week of Christmas programs. This program consists of four or five scenes from the story of the birth of Christ.
>
> This year we will base our scenes on carols from various cultures which, in attempts to make the story more their own, have placed the action of the story in the culture's own time and circumstances.

...a student will design and cut the linoleum block to be used to print the program cover.

...the making of place mats, notebook covers, cards and favors for the Junior Red Cross for distribution to Veterans' Hospitals in the area will be supervised by a student chairman.

...parents and children work together at a Saturday Toyshop to make and assemble toys for several Chicago settlement houses. The toys are distributed by members of the student councils.

See, someone left the window open. The snow is blowing on the books. See the pages flutter on the Christmas books as the snow calls out, magic calling, a hundred characters from the linen covered Christmas books. Who left the window open? Who let the snow blow in to fill the darkened library with these spirit people from the books: Timothy Cratchit, St. Nick, Amahl, the little match girl, Scrooge, and all the rest. See, see how they dance, merry in the ruddy light of Old Fezziwig's sturdy fire! We know them all; we know them all.

These meetings are not, and should not be, primarily for entertainment. If this happens, then the spirit of the family would seem to have left the group. A meeting may prove to be entertaining or amusing quite justifiably, but its primary function should be to share with each other matters which have proved to to be of such interest and value to some of its members that they wish to share their pleasure with the rest of the family.

...one day I make an attempt to revive the old...almost forgotten custom of reading aloud...

Mr. Perry Dunlap Smith will read to the whole school family at a Morning Exercise on Monday, December 14.

See snowsuits and caps and boots: see blazers and sweaters, and ankle socks. Pungent, dark green balsams stand guard beside a fireplace, and Toyshop cribs and dolls and baseball bats wait patiently. Laughter and jostling mumble through a loudspeaker which is so sorry that it doesn't work better that, from time to time, it coughs out great bursts of noise.

Hear jingle bells! See patent leather boots, scarlet coat and trousers, great beard-shrubbed nose. Santa Claus is back again, and all are sorry that they can't dance better for him.

In truth, they couldn't dance better.

The spirit of sharing is the keynote of the Christmas Party. This is a time when the whole school gathers in the gymnasium in a party mood and greets Santa Claus. A senior girl reads "The Night Before Christmas," and at the appropriate time Santa arrives. The upper, middle, and lower schools combine to dance for him, during which time the smaller children have a chance to chat with the portly gentleman.

...at this time, also, reports on the toy shops are given to Santa Claus.

See a bright December morning — a beautiful, bright December morning.

RADIOS NEEDED FOR ELECTRONICS STUDY

This fall a group of students in the high school took steps to organize a radio and electronics study club. Officers were chosen at the first meeting, and committees appointed to prepare a constitution and by-laws for the club, and to investigate procedure for obtaining an amateur radio license. Present plans of the group are to teach newcomers code and station operating procedure, and at regular meetings to study construction and use of radio components, circuitry, electrical measurement, wiring and kit construction.

To further this program several old radios, either in working or nonworking condition, would be greatly appreciated. Anyone wishing to contribute such a set, please leave it at the school office, or call Mr. Talley, who is faculty adviser for this activity.

TREASURE CHEST

The Board of the Treasure Chest wishes to express its great appreciation to those parents, faculty, and friends of the North Shore Country Day School who participated in the 1959 Treasure Chest Sale. Your great support at the Sale and Kick-Off Party made this one of the most successful years to date. Without the months of planning and hours of hard work you contributed, we could never have attained such a wonderful goal.

Final figures are not yet available, but a full financial report will be forthcoming in the January issue of Notes.

THE TREASURE CHEST BOARD

COLLEGE REPRESENTATIVES

The following college representatives will visit the school to talk to students:
Monday — November 30th — Miss O'Connor, Lawrence College
Monday — December 7th — Mr. Douglas Dickson, University of Pennsylvania

CALENDAR

December	2	Basketball — Timothy Christian — Here	2:00 P.M.
December	4	Basetball — Glenwood — There	6:30 P.M.
Deecmber	5	Lower School Toy Shop — Lower School Building	1:00-4:30 P.M.
		Upper School Series Dance	8:30-11:30 P.M.
December	8	Basketball — Walther — Here	4:00 P.M.
December	11	Basketball — Morgan Park — Here	4:00 P.M.
December	14	Christmas Reading — Mr. Perry Dunlap Smith — Auditorium	10:30 A.M.
December	15	Christmas Tableaux — Auditorium	10:30 A.M.
December	16	Christmas Music — Auditorium	10:30 A.M.
December	17	Santa Claus Party — Boys Gym Lower School dismissed at 11:30	10:30 A.M.
December	18	Christmas Play — Auditorium	4:30 P.M.
December	19	to January 3 inclusive — Christmas Vacation	
January	4	School Re-opens	8:15 A.M.
January	8	Basketball — Luther South — There	6:30 P.M.
January	9	College Entrance Examination Boards — Here	

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

January, 1960, Vol. XXI, No. 4

COLLEGE, SCHOOL, AND FAMILY

Because the present situation of the difficulty of college admission is well known, and because so much emphasis has of late been placed upon "getting-in" to college, it is worthwhile to reflect for a while upon matters that pertain to admission to a college but which are more far-reaching than gaining the letter of acceptance. Perhaps this article might better be titled "An Attitude Towards Learning," for these thoughts have some bearing upon the whole range of elementary, secondary, and collegiate education.

Nevertheless because college study is the center of concern, typical questions put by colleges to headmasters, deans, teachers and students, may provide a focus for our thoughts. Under the general heading of "Intellectual Promise" these sorts of questions are likely to be asked:

> "Please comment on this candidate's intellectual promise based on what you know of his school record to date, the breadth of his intellectual interests, his mental alertness, the critical and inquiring qualities of his mind, the quantity and nature of his reading, etc."
>
> "What are his (her) chief interests: scholastic, literary, forensic, dramatic, musical, artistic, executive, mechanical, athletic, etc. What is the most outstanding accomplishment of the student to date?"
>
> "What are his major strong points: Industry, accuracy, reliability, cooperation, perserverance, leadership, etc. What evidence of these qualities has the pupil shown?"
>
> "What are his fundamental weaknesses: Laziness, inaccuracy, poor study habits, lack of self-confidence, giving up too easily, worrying, parental domination, lack of parental interest in pupil?"

And under the heading of "Personal Qualifications" an admissions office may ask:

> "In addition to academic promise, other factors considered are qualities of character and personality, vigor, capable performance in activities both in school and outside, constructive community service, qualities of leadership. Please comment on these factors on the basis of your personal knowledge."
>
> "The committee on admissions is interested in such qualifications as initiative, resourcefulness, responsibility. Has the applicant demonstrated such qualities through hobbies, part-time or summer employment, unusual or specific interests, or in other ways not described above? Describe."
>
> "What problems of behavior or discipline has the candidates shown?"
>
> "In what way has the candidate's family environment encouraged or hindered his academic development?"

These questions, quoted at some length, are only a sampling of the sort of information colleges want about their prospective students. Essentially they want to know the range and depth of a student's interest and his motivation for broadening and intensifying those interests in college. These are things that parents and teachers want to know also about students at every level of education. They are just as pressing concerns for the mother and father of a first grader as they are for those of a sixth or twelfth grader. And here, it seems, we come to what is probably the heart of the matter: creating an atmosphere that will foster in children the attitudes and approaches to learning that are of such basic importance.

The school's role seems obvious. Here the child is offered an organized approach to methods and material in an atmosphere he quickly finds to be permeated with the thrill of discovery and exploration of knowledge. A second grader moving on to a new reading book is excited about it: he knows he has accomplished something, and he is eager to learn more. A fifth grader who has discovered some similarities in various mythological accounts of the beginning of the world has discovered that he can think and reason, and he and his classmates want to learn more. A ninth grader who directs three or four others in setting up scenery for the Christmas Play has learned that he can lead others; and thus he has developed an embryonic skill and discovered exciting knowledge about himself that he can call on again and again in different situations. The school creates these opportunities and nurtures each child's participation so that he will gain from them as much as he can. In every way a school can, it tries to get each student to develop his own powers to his best ability.

While the school day may occupy a major portion of any child's day, the home influence is even greater. The atmosphere in the home towards a child's awakening interests in school work and especially in ideas is of critical proportions. When a first grader comes home full of excitement about a trip to the Lagoons, he bursts into the house to share his discoveries, and it matters a good deal whether he is greeted with concern for polywogs or for muddy clothes and clean rugs. A ninth grader studying Ancient History may interrupt a dinner-table conversation by asking the difference between plebeian and patriciian. A word about manners and then more leading to a clarification of the two concepts in contemporary terms may serve several purposes, one of which is to encourage the boy or girl's inquiring into the meaning of things. If an eleventh or twelfth grade student reads an item in the newspaper that he relates to some novel or story he has read, he could be stimulated to think of other treatments of the same subject. The parents' talking about how they (or their parents) reacted to the League of Nations might help their older children better understand the United Nations. In short, the broader and deeper the atmosphere of interest in ideas and information, the more stimulation a child will have to inquire into the realms beyond the mere day-to-day necessities of living. These may seem to be rather large demands upon parents, and they are. But they also seem to be reasonable ones. When a student has been in such an atmosphere up to the tenth or eleventh grade, he will look for those colleges that best enable him to continue his academic interests in a congenial framework. Given the lead, he will possess to a considerable degree the qualities of "initiative, resourcefulness, and responsibility" that will make him not only a good student and college applicant but also an interesting and exciting person.

The matter of college choice raises a specific problem that is only partly answered by what has already been discussed. If the emphasis has been on the child's developing his own skills and interests to the best of his ability, then it would seem that his choice of college would be handled along the same lines. Where will he be able to continue his intellectual pursuits most effectively? And the choice begs consideration of many colleges and universities before settling on a final choice simply because the college admission situation has changed so much in the last ten years.

If you as a parent went to college, you probably remember vaguely taking College Boards, or, perhaps, they may not even have been required of you. Do you know what ACT, PSAT, SSAT, SCAT, SQT, NMST, CEEB, ACE, ETS, ERB, NRO, SAT, SSS mean? Your children know some of them and will be or have been subjected to some of them. Some are tests used by colleges to screen applicants, some are agencies for creating and administering tests, some are scholarship qualifying agents, and one has to do with military service. The point is this: When you and I applied to a college, we took perhaps one test, perhaps none. Today our children are faced with an entirely different problem as far as college matriculation is concerned. The number of college-bound people has outrun college facilities — for example, many a college has three times as many well qualified applicants as it can admit to a freshman class. The quality expected of each succeessful applicant has obviously risen. Being a good student only means that a child is in competition for a place in college with many students of respectable ability — much more competition than we were faced with. And when our children arrive at college they are going to be asked to do more than we were.

Some evidence of "resourcefulness" may make the difference not only between being admitted to a college or not but also between profiting from that higher education or not. The boy who has become intrigued enough with Beatniks to read much of what they have written as well as to know how to dress like one has demonstrated some "resources." The girl who is concerned about race relations and has read widely enough to understand how they have been treated in New York, Chicago, California, Georgia, and South Africa has demonstrated a very real interest in contemporary problems. A hobby pursued to excellence, a subject pursued beyond the classroom, these are just samples of the kind of evidence of "resourcefulness" that will help to indicate to a college ability beyond the respectable.

The preceding paragraphs may appear to present a gloomy picture for us. But do they? Schools and colleges want today what they have always wanted: resourceful, thoughtful, exciting students. Right now the great size of our population and the limitations of size of our colleges present us with a very real situation. Although an occasional person may go to college just "to go to college," most now must have a much more real purpose. We must take on responsibilities that may have been neglected for us, namely to create, consciously, an atmosphere that will enable our children to find joy in a thoughtful and resourceful approach to the matters which interest them. Our help to them need not deny adult interests and responsibilities. It is first and foremost an attitude of respect and inquiry wherever and whenever the children show an interest which can be developed to an intellectual level.

MICHAEL POST

UPPER SCHOOL

In the week of January 25th the Upper School will be writing their mid-year examinations. During this period students come to school on a schedule which has been worked out with the homeroom adviser, and they may at times be at home preparing for their next examination. For the older students this is no new experience, but for some it allows a freedom which will be best used if parents and faculty work together to assist the children to use this time well.

Students will be required to come to school for each of their examinations, and for some review classes and special appointments, but will otherwise be free to use their time as seems wisest to them and their advisers. It has been our experience that those who maintain a well-balanced schedule of work, rest, and exercise do the best work on their examinations. Particularly we urge that the students not be permitted to use examination review as an excuse for cutting down on their normal amount of sleep.

On Friday, January 29th, high school students will be given a free day. There is a plan to arrange a winter sports day which would get people outdoors. If this works out, it will be optional so that all students may be free to choose their own activities.

We believe that the examination period is more than a time for measuring a student's progress. Because examinations are a kind of inventory of knowledge and skills, they constitute a demand that students prepare for them with review of the material on which they will be examined: an important element of the learning process. Beyond this, examinations are a challenge to the student to meet important demands with full and controlled personal power, and in this sense they are vital learning experiences.

NATHANIEL S. FRENCH

EDUCATIONAL LECTURE SERIES

The story of "Indian Life and Lore" will be told in song and dance Monday morning, January 18, when the third feature of the Educational Lecture Series will be presented.

The speaker will be Charles Eagle Plume, a nationally-known lecturer on the culture of the American Indian, who will illustrate his talk with songs and Indian dances. He will perform in a costume of buckskin, Indian beadwork and feathered headdress.

Plume, an anthropologist of note, has been a student of Indian philosophy for many years.

The performance will begin at 10:30 a.m. in the School auditorium.

ADMISSIONS COMMITTEE

The Admissions Committee is currently considering applications for the academic year 1960-61. Openings in the school are incurred through graduation, the regular increase of enrollment between the schools, and families leaving the community. There are currently 103 applicants for 64 vacancies. These applicants are heavily concentrated in grades 6 through 8.

The Committee is interested in further applications for the Lower School and the Upper School. With increased facilities in Dunlap Hall it will be possible to enroll 200 high school students in the coming years.

The 1960-61 contracts will be mailed to the present parents early in January. By mid-March the Committee will have reviewed each applicant and will notify the families before spring vacation. Of those who are not accepted, some will be put on a waiting list for consideration when an opening occurs. Others will be rejected on the Committee's judgment that they would not be successful in this school.

The Committee judges each applicant on material assembled through a personal interview, his previous school record and a test administered at school. The testing day will be January 23 with an alternate date of February 13. Final selection will be based upon the applicant's character strengths as well as his academic strengths.

BARBARA B. MODISETT
Admissions Secretary

JANUARY CALENDAR

January 4	School re-opens	
January 8	Basketball — Luther South — there	6:30 P.M.
January 9	College Entrance Examination Boards for Seniors	8:30 A.M.
January 12	Basketball — Francis Parker — here	4:00 P.M.
January 15	Basketball — Christian here	6:30 P.M.
January 18	Educational Lecture Series — Charles Eagle Plume	10:30 A.M.
January 22	Basketball — North Park — here	3:30 P.M.
January 23	Admissions Testing — Middle School	9:00 A.M.
	Basketball — Timothy Christian — there	6:30 P.M.
	Middle School Square Dance — Boys Gym	7:30 - 9:30 P.M.
January 25, 26, 27 and 28	Upper School Examinations	
January 29	Holiday Upper School (No classes)	
	Basketball — University High — there	3:30 P.M.
February 2	Basketball — Luther North — here	4:00 P.M.
February 4	Middle School Faculty Tea — Walling Hall	4:00 P.M.
February 5	Basketball — Harvard — there	
February 6	Middle School Square Dance — Boys Gym	7:30 - 9:30 P.M.
	Upper School Council Series Dance	8:30 - 11:30 P.M.
	College Entrance Examination Board (SAT. only)	8:30 A.M.

TREASURE CHEST

Department	Gross	Expense	Net
Jr. and Sr. Kindergarten Movies	28.80	16.47	12.33
1st Grade Leigh Ltd.	200.00	—	200.00
2nd Grade Sentry Post	100.00	—	100.00
3rd and 5th Grades Gourmet Corner	413.18	—	413.18
4th and 6th Grades Xmas Boutique	634.50	197.05	437.45
7th Grade Treasures	851.68	10.62	841.06
8th Grade Chestnut Court	147.12	—	147.12
9th Grade Food	190.15	114.50	75.65
10th Grade Knitting	951.60	41.45	910.15
11th Grade Bake Sale	193.84	33.37	160.47
12th Grade Music	123.84		123.84
Perfume etc.	193.24	85.27	107.97
Tablecloths etc. and Chances	669.50	30.48	639.02
Rocks	269.60	134.80	134.80
Kick-Off Party	659.50	190.34	469.16
Miscellaneous	94.00	—	94.00
G.A.A. Bake Sale	22.40	—	22.40
Soph. Boys Coke	4.00	—	4.00
Taxi Auction	7,400.00	—	7,400.00
Administration Costs		612.64	—612.64
	$13,146,95	$1,466.99	
Net Profit 12-10-59			$11,679.96

JEAN B. BREW, *Treas.*

The Treasure Chest Board voted to give $12,000.00 to the Development Fund, specifying that a portion be used to complete the headmaster's office, the committee room, and the senior girls and boys' home rooms in the High School Building. The balance of the money will be applied to other phases of the Development Program for the High School.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

February, 1960, Vol. XXI, No. 5

HOW IS JOHNNY READING NOW?

One of the most frustrating tasks faced by school teachers has been helping the poor reader to become a good student, because often teachers have known that the poor readers were in other respects very able children. In some instances I.Q. tests indicate the child's good ability; in other cases all one has to do is observe the child in a situation which does not demand a facility with reading. At North Shore we have had our share of these disappointed students, and it was not until 1954 that we began to hope that a solution might be at hand. During that year we obtained the services of Evelyn Kratz and contracted to have Miss Anna Gillingham come to school periodically for four years to establish her reading prngram in the Lower School.

Miss Gillingham had worked as a research associate with Dr. Samuel T. Orton, a neurologist interested in the problems faced by the remedial reader. After two years, Miss Gillingham speculated on the possibility of identifying the remedial reader before he became remedial. Dr. Orton immediately saw the exciting possibilities in this idea, and Miss Gillingham set about to find ways of doing so. The problems she faced were monumental. She knew the characteristics of remedial readers, but it was quite a different thing to identify comparable characteristics in a child too young to learn to read. However, with the help of neurologists and teachers, tests and interviews were developed to identify the potentially remedial reader, and a program was designed to keep these children from becoming remedial. The first regular classes in the developmental reading program at North Shore began in September of 1955.

Although we were cautious when Miss Gillingham's program was established at North Shore, it was almost impossible to avoid enthusiastic optimism. The prospect of being able to free children of the devastatingly hopeless attitudes that become a part of most remedial readers was too exciting to look upon calmly. The progress made by the children in these classes in the first two years was sufficiently impressive to encourage us to start a developmental program in the Middle School and to establish what amounts to a Gillingham spelling program for all children in grades 1 through 5.

Everything seemed to be going well, but, with the added impetus afforded by the national publicity given the Gillingham program, we began to receive inquiries and requests for help that the program is not designed to give. The Gillingham program is not a remedial program, and we have often been obliged to disappoint parents of children who almost certainly should have learned to read by the Gillingham method, but who have already developed reading techniques and attitudes incompatible with the Gillingham approach. It is true that we have been able through the Gillingham program to assist some children after they have experienced failure while attempting to learn to read by a sight word method, but it is also true that these children have never had the same degree of success as that enjoyed by their classmates who have known no other reading technique. The real strength of the Gillingham program lies in the fact that potentially remedial read-

ers never experience failure. They will, of course, have their good days and their bad days, but the Gillingham program makes available to them the reading tools designed to meet their special needs. They come to understand that they need not be confused and that there is no necessity for wild guessing. They can depend upon their reading techniques to make them masters of the printed page. The child who has tried but failed to learn to read has instead learned other things. In an extreme case he knows that he cannot remember what words look like, that guessing offers him his best chance, that there is no relationship between the amount of effort he puts forth and his success, and, sadly, that success does not appear to depend on anything he does at all. Small wonder that this child long before third grade comes to believe he is insufficient. A tremendous amount of reeducation must be done before he will be in a position to enjoy all the fruits of the Gillingham program.

One characteristic of the Lower School classroom has always been the flexibility of its schedule, the opportunity a teacher has had to change her study plan so that she could capitalize on the unexpected. This flexibility was somewhat modified when reading classes had to take place at a specified time. In addition, in order that the reading program might succeed, the Lower School teachers' thinking and planning changed in another respect. If it is important that the Gillingham children be exposed only to specific levels of reading appropriate to their growth and only to specific reading techniques, it follows that when they are in the classroom, the grade teacher must consciously avoid some techniques. She may not, for instance, introduce reading material which obliges a Gillingham child to guess if he is to compete with the rest of the class. Such material must be introduced at another time or in another way.

The burden, then, of the Gillingham program has not been negligible and has been borne by the entire Lower School faculty. "Burden" and "borne" are actually inappropriate words. All the teachers saw in the Gillingham program the same exciting promise that its builders felt when they first set out to create it. It was true that they had to redesign their curricula and teaching techniques, but they noted also that the Gillingham program actually gave them an especially good opportunity to work with the children not in the special program. The classroom teacher now has a better opportunity to work closely with that portion of her class that remains with her during reading periods, and there seems to be good reason to believe that their reading skills can grow faster now than they ever could before.

This year the first group to work with Mrs. Kratz as first graders is now "on its own" in the fifth grade, and we have the opportunity of looking at the results of the four-year Gillingham program. Obviously, the number of students who have been and are currently involved in the program is too few to make the test scores they have registered statistically reliable. At the same time, the results are sufficiently consistent to justify an examination of them. We know, for instance, that, according to the standardized tests administered this fall the average achievement of Gillingham children in third through fifth grades, who started their reading program in the first grade, is at or above the median level for independent schools, bettering the national average by 1½ to 2 grade levels. The same results apply to the non-Gillingham children. Whereas five years ago a Lower School class normally scored something less than a year above grade level according to national norms, the average for all Lower School classes now is almost twice that.

It would at best be premature for us to say now that the Gillingham program means there will never be another reading problem. There are still children who read less ably than others, and we have not done everything with the Gillingham program which needs to be done. We have yet to establish a satisfactorily effective

remedial program in the Lower School, we are not completely satisfied with the results of the spelling program thus far, and we expect constantly to refine our techniques within the full scope of the reading program. At the same time it seems clear that we have made significant progress in our ability to teach reading. The success of "Gillingham" children has been all but phenomenal. When one considers that these childrren would very likely have been serious remedial problems had they not studied reading through the technique designed for them, the fact that they score at the median for independent school children is indeed gratifying. That the other children have now, on the average, advanced almost twice as far above national norms as they had five years ago is just as gratifying. Finally, it does not seem premature to say that this total reading program will free parents of the anxiety associated with children daily demoralized by near futile attempts to learn to read.

NATHANIEL S. FRENCH
EVELYN KRATZ
GEORGE F. ELDREDGE

EDUCATIONAL LECTURE SERIES

Kim On Wong, an interpreter of the culture of the Far East, will be featured in the fourth of the Educational Lecture Series to be given on Monday, February 15 in the School Auditorium. Dressed in the exotic garb of his native Tibet, Kim On Wong will perform dances traditional to that area.

Miss Shirley Genther will narrate to interpret the dance to the audience. Kim On Wong was born in southwest China near Tibet. He was educated in a monastery there and, as a child, accompanied a group of monks and dancers from the monastery on a pilgrimage to India. He has toured Japan and has appeared also in a concert tour in South America.

The program will begin at 10:30 A.M. The lecture series is given under the auspices of the Parents Association for the School and the community.

SIDELIGHTS ON "THE TEMPEST"

Educational Lecture Series Presentation

Observant members of the audience, and others who worked in backstage preparations for the November 6 presentation of the Shakespeare comedy discovered that the Festival Players were not entirely strangers to the Country Day stage and its personnel.

The behind-the-scenes Old Home week started when lighting expert-actor Bradford Sullivan revealed himself as an alumnus of the school. Mr. Sullivan attended the eighth grade at Country Day in 1945. The boatswain's mate in the November 6th production wanted to know what happened to old Eliot Hall.

Lecture Series followers may remember Ferdinand and Miranda as the Mr. and Mrs. Roger Hamilton who offered a lively visit to Scotland via a 1957 Series program. Billed as the Royal Scots, they recounted bits of Scots history, played parts of MACBETH and set feet a-tapping with some Scots dances and music.

Shakespeare's Alonzo turned out to be an old colleague of Mr. Hill. The two had worked together years ago in winter stock work in Woodstock's "Winter Stock Company." Like most of the cast, Mr. Philip Lawrence is based in New York and joined Mr. Moss's company in Washington for the season's northern tour.

Of interest to all were the compliments of the professionals, who expressed

surprise and delight at the extent and completeness of the auditorium and stage facilities. Fresh from a one night stand at Ohio State University's auditorium, which seats 5500, and on their way to performances at Purdue and Chicago's Civic Theatre, the actors complimented Mr. Hill and the stage crew on their handling of the lighting and on the design of the newly installed ceiling ports and newly lighted cyclorama (back wall).

"THE TITAN — STORY OF MICHELANGELO"

In the Morning Exercises on February 16 and 17 the film "The Titan — Story of Michelangelo" will be shown. Since the film is 67 minutes long, it will be presented serially in the two Morning Exercises. Morning Exercise is at 10:26 and is open to the public.

The film dramatically presents the art work of Michelangelo and as a film is quite successful. It has received the Academy Award "Oscar" for the best feature documentary; it has been acclaimed as: "The most impressive art film I have ever seen!" by Howard Devree, art critic of the New York Times, and "The best film for art instruction purposes that has yet come along" by Virginia Murphy, Director of Art, New York City High Schools. The film was especially obtained for the Art Major students, who will be studying the art of the Renaissance at that time, and was rented through the generosity of Mr. Arnold Maremont.

RICHARD BRAUER

OPERA

On February 1, the 1960 Opera season will begin officially with the observance of Opera "Kick-off" Day. As has been customary, and as much as possible on the basis of choice, each student will be assigned a role in the preparation of the performance, either as a member of one of the several committees or as a member of the group which will appear on the stage.

This year's production is to be "Iolanthe" and is scheduled for March 17 (Matinee), 18 and 19.

FEBRUARY CALENDAR

February 2	Basketball — Luther North — here	4:00 P.M.
February 4	Middle School Faculty-Parent Tea — Walling Hall	4:00 P.M.
February 5	Basketball — Harvard — there	6:30 P.M.
February 6	Middle School Square Dance — Boys Gym	7:30-9:30 P.M.
	Upper School Series Council Dance	8:30-11:30 P.M.
February 9	Community Music Center Concert — Auditorium	10:30 A.M.
February 11	Lower School Faculty-Parent Tea — Walling Hall	3:00 P.M.
February 12	Basketball — Elgin Academy — there	6:30 P.M.
February 13	Admissions Testing —	
February 15	Educational Lecture Series — Kim On Wong — Auditorium	10:30 A.M.
February 16	Basketball — North Park — there	3:30 P.M.
February 19	Basketball — Latin — here	3:30 P.M.
February 19-22	Washington Holiday	
February 23	Basketball — Lake Forest — there	4:00 P.M.
February 25	Upper School Faculty-Parent Tea — Walling Hall	4:00 P.M.
February 26 & 27	Basketball Tournament	
March 4 & 5	Basketball Tournament	

The North Shore Country Day School Winnetka

LIVE AND SERVE

notes and

March, 1960, Vol. XXI, No. 6

PREPARING THE MIDDLE SCHOOLER FOR HIGH SCHOOL

In many ways the years a child spends in Middle School must be numbered among those most important to his development. During these years physiological and emotional changes of great magnitude take place, producing alternately periods of happiness and sadness, activity and lethargy. As a result the Middle School child is characterized by ambivalence; both his actions and his appraisal of himself vary between a fearful, childlike hesitancy and an enthusiastic competency. Operating concurrently with these forces is at least one constant of major importance, the persistent development within him of his conscious desire to be mature.

It is this latter factor coupled with those periods of elation which accounts for the exciting potential that exists in the Middle School child. It also provides the faculty with its opportunity to help the child cope with the changes that affect him and turn them to his advantage. For instance, we have specifically designed our physical education program to capitalize on his interests and abilities. As a young body matures physically, it craves exercise. For the young adolescent this exercise is sometimes of a random sort, the kind he gets from running upstairs when he might just as well walk. Adults tend to be mystified by this 'pointless" exertion; we look for exercise that has more meaning for us. The child, too, although he will for a period of years continue to run upstairs and enjoy it, greatly prefers a more purposeful activity. Running down the field for a pass or ahead of the whole team driving a hockey ball toward the opponent's goal is tremendously satisfying. He enjoys being a member of a team and wants to be an effective one.

In the same way, Middle School children are no longer satisfied with just singing songs or drawing pictures. Most of them are anxious to do well in these creative areas not only because they have become aware of quality and are dissatisfied with or ashamed of mediocrity but also because they have something to express. Again, they want to be effective in what they do. Consequently, the inclusion in the curriculum of such things as an understanding of note values and perspective is not an imposition on the child; it is an aid to him in his search for maturity.

In many other non-academic ways middle schoolers are looking for ways to express themselves and to be responsible citizens. Again, they don't always feel that they can succeed and as a result are sometimes silly or rebellious. Their voices

are often loud and they delight in a literal interpretation of the law. Often they remind us of the little boy who commented innocently to his mother, "I'm not pulling the cat's tail, Mommy: I'm just holding it." In spite of this, when working with sixth, seventh, and eighth graders, we have an especially fine opportunity to provide group activities of a variety of kinds, and to present them in such a way that both creativity and learning are integral parts. These two elements are especially evident in athletics, the newspaper, art, clubs, and music. The children don't want simply "to do"; they want to grow and are anxious to learn how.

Needless to say the desire to grow and learn can be a driving force in a Middle Schooler's academic work. There are few parents who have not heard their children complain about the strict teacher, the difficulty of the material, the amount of homework, and so forth. Unfortunately, too few parents are able to visit the classroom and see these same children operating at their best in an academic situation. What they might see is a sixth grader becoming so intrigued with his project in history that he reads one or two extra books dealing with his special interest. Nor is it unusual for a seventh grader to work long hours memorizing a part in a play or perfecting a science demonstration. An eighth grader will deal expansively and thoughtfully with a problem in social studies or will take pride in his ability to function accurately, neatly, and promptly in mathematics.

It would be foolhardy to assert blandly that all a Middle School teacher needs to do is produce a carrot and it will be gobbled up. To continue the metaphor, the horse must first learn that a carrot is tasty and that it has many shapes. The task of the teacher is to define the "shapes" of academic effort and to feed the youngster a diet which will keep alive his hunger. In the years preceding high school this is done in a variety of ways, and the sorts of success an eighth grader can enjoy are exciting.

Through the Middle School language program it is now possible for a child to study French in seventh and eighth grades and be equipped to handle the second year of high school French when he enters as a freshman. In the course of their Middle School years, children spend considerable time coming to grips with the mechanics of English expression in an effort to improve their own reading and writing, and they read a great many short stories, poems, and essays. As a result, they are able to write creatively and clearly in areas as divergent as creative poetry and critical essays of *The Count of Monte Cristo, Lost Horizon,* or *Wuthering Heights.* The science curriculum in the Middle School is now designed to provide a child with the sort of scientific background formerly presented in the freshman science course, thus enabling him to take as a freshman the science course usually undertaken by sophomores. Largely as a result of the training children receive in their eighth grade social studies course, many Middle School graduates are easily distinguished from their peers in future history courses because they are so able to think clearly about the kinds of problems they are presented. We are

now able in mathematics to prepare approximately fifty per cent of the eighth graders to undertake sophomore mathematics as freshmen, and we hope to increase this percentage in the near future.

It is clear that the current Middle School curriculum is far different from that pursued fifteen years ago. It has become a great deal more mature and demanding, largely because we have come to assess more accurately the Middle School child. Probably of primary importance to him is the winning of his independence. He grumbles while asserting that it should be his, and at other times he feels terribly inadequate. At all times, however, he longs to be mature and effective, and he works to achieve his goals; we find it exciting and satisfying to work with him by presenting the sorts of challenges he can meet and through which he can grow.

GEORGE F. ELDRIDGE

OPERA — 1960

This year's Opera has been kicked off with great enthusiasm. The committees are already well under way in planning the "behind the scenes" details essential to the success of the production. The leads have been chosen, and the campus is once again awakened by Gilbert and Sullivan melodies.

In March North Shore Country Day School will present "Iolanthe" as its forty-first Opera. This particular opera has not been presented at 310 Green Bay Road in the last ten years. We hope that with the organization and enthusiasm shown this far the student body will give an outstanding presentation.

The performances will be March 17th, 18th, and 19th. Tickets may be obtained March 1st - 19th at the school.

RUTH HARDY '60

EDUCATIONAL LECTURE SERIES

A well-known local artist, Franz Schulze will talk on "What Modern Art is Trying To Say" in the fifth of the Educational Lecture Series to be presented at 10:30 a.m. Monday, March 14, in the auditorium.

Schulze, a member of the faculty of Lake Forest College and a writer for the national magazine, "Art News," has been recognized as a stimulating and provocative speaker in the field of modern art in which the Chicago area is becoming a focal point. His lecture will be illustrated.

The program will begin at 10:30 a.m. The Series, sponsored by the Parents Association, is under the direction this year of Mrs. Robert B. Mayer of Winnetka.

DON'T MISS "YOUNG BEN FRANKLIN"!

Friday, March 4, at 3:00 P.M., the Goodman Memorial Children's Theatre is bringing "Young Ben Franklin" to the North Shore Country Day School auditorium. This is a special event sponsored by the combined efforts of your Parent's Association and the Sunset Ridge School P.T.A.

The seventh grade has taken on the responsibility for promoting and selling tickets for this exciting event. The play will be of special interest to children from the first grade through the eighth grade. Tickets are $1.50 and are going quickly.

MARCH CALENDAR

March 4 Goodman Theatre Production — Auditorium .....3:00 P.M.

March 4 Basketball Tournament

March 5 Basketball Tournament

March 12 COLLEGE ENTRANCE EXAMINATION BOARDS

March 14 Educational Lecture Series — "What Modern Art Is Trying To Say" — Illustrated by Franz Schulze .....10:30 A.M.

March 17 Opera Matinee .....2:30 P.M.

March 18 Opera .....8:30 P.M.

March 19 Opera .....8:30 P.M.

March 23 Dismissal Times for Spring Vacation

Upper School .....3:30 P.M.

Middle School .....2:45 P.M.

Lower School — Regular times

April 6 School opens .....8:25 A.M.

April 8 Educational Lecture Series — "Man in Space" — The Story of the Astronauts — Willson H. Hunter .....8:15 A.M.

The North Shore Country Day School Winnetka

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April and May, 1960, Vol. XXI, No. 7

WIDER FIELDS OF LEARNING AND RESPONSIBILITY

Every June each new graduate of the School is granted by the faculty and handed at Commencement a formal document which describes the successful completion of a program and "graduates" the student "into wider fields of learning and responsibility." It is perhaps to be expected that teachers would exhort to further endeavor, even in farewell. And the obligation with which we charge our graduates is a logical outcome of their experiences here, and their acceptance of it is essential to the health of a free society.

Of all the challenges man has faced none may be greater than the one he imposed on himself by the vision of a free society. The hopes set down in the preamble to our Constitution — "to form a more perfect union...to establish justice ...to promote the general welfare...to secure the blessings of liberty..." — are imposing goals. They assume a remarkable confidence in a variety of human capabilities. For example, the establishment of justice is a product of reasoning well grounded in the facts of legal experience, but it also requires a concept of value and a quality of concern for others which will risk activity in practical affairs. To make decisions in real situations calls for information, but also for courage, imagination, and perspective. These sensitivities our youngsters have potentially, and the development of them must be our concern.

On the other hand, the very opportunities of a free individual make him vulnerable: competition and change in a free society offer particularly sharp possibilities for disappointment, envy, impatience, error, frustration, and anger. Therefore we must work to nurture resilient spirits along with discriminating minds and aesthetic hearts.

Mr. Post's article in the January *Notes* indicates the relation between a youngster's personal and intellectual qualities especially as he is judged for entrance to college and is able to profit from the experiences there. A major advantage of a small school is its opportunity to enlist the growth of a student's full sense of responsibility, not only for his lessons, but for a broadening understanding of the relation between his lessons and other activities including his understanding of the implications of citizenship. We are entitled to pride when students in the upper school name as qualities most desirable in candidates for Student Government office a responsibility for academic work and a willingness to express ideas. It is encouraging that our students look more for evidence of their leaders' application to study than for a particular degree of success as measured by grades and that they expect them to be responsive thinkers, not merely competent observers.

A majority of our daily Morning Exercises shows students exercising responsibility both for something they know and for the interests of their audience. On the stage of the auditorium, a student must be clear in his own mind of his topic, organize facts and ideas so as to carry meaning to others, and present material with sufficient interest and conviction to enlist the attention of those who are both older

and younger than himself. Learning to do these things naturally demands more of some than of others. We hear at school, as you do at home, the groans and hesitancies of shy students. But the willingness to try can be an avenue to responsibility, and success contributes to personal confidence, a determinant of many future opportunities and achievements.

Individuals who become accustomed, through the demands of home and school, to meeting responsibilities imposed by others make mistakes, but they come to learn of their powers, to understand their purposes more clearly. They begin to accept responsibilities as their own, and they set themselves further goals. Some, in the high school years, begin to run out of so-called "free time" because they consciously use time with increasing purpose. A number of upper school students continue or begin extra-curricular studies in music. Others, especially girls, assist in hospitals on Saturdays or help with Sunday-School classes. Many ask for help in selecting summer programs of study, travel, or training as camp counsellors, and for information about volunteer and remunerative jobs.

Personal purposes and a sense of values which directs purpose are influenced by a youngster's total environment and probably must fundamentally by his experiences at home. The earliest rules by which a child comes to control his behavior and care for his own property set a standard for attitudes toward himself and others. His relationships with the members of his family and theirs with each other influence his responses in an ever widening experience with people. In his reaction to the inevitable difficulties and disappointments of growing up as well as to his successes and pleasures lie the roots of his future resilience. The uses to which he sees others put information and reasoning affect the way he will direct the learning he acquires.

Such studies as have been made of the impact of college experience on students' attitudes tend to give negative results. Many a youngster's convictions emerge relatively unmodified from two or four years contention with the liberal arts. This is curious and disappointing. A liberal arts education is potentially revolutionary in its critical examination of ideas, its recognition of the gaps as well as the scope of knowledge, and its consideration of the relation between the actual and the desirable. It is also, of course, conservative in its focus on the eternally perplexing problems and in its respect for the achievements and abilities of man. We might well expect it to deepen a student's understanding of what is important, of values. That it apparently seldom does not may be a criticism of a student's early conditioning about learning, of his values and purposes, more than of his intelligence or the content of a liberal arts course. Intellectual mastery of a given subject or discipline does not necessarily guarantee a temperamental commitment to either the methods or results of the study.

Across the nation about fifty per cent of those who enter college do not complete their courses although many of this group have demonstrated the power to do so, and some of these leave colleges which have highly selective admissions standards. Recent articles on the continuing prevalence of plagiarism and cheating in colleges indicate that some students have not only woefully mean ideas of honesty but also apparently no understanding of the point of study. Something is awry. We can hold "the times" or the "mores of society" responsible, but are not these merely reflections of individuals' standards? How angry was our sorrow at the sight of a young gifted university teacher conniving to dissemble publicly his academic memory, let alone finding it difficult to state, on oath, the truth? And did our anger lead us to talk responsibly with students?

Colleges warn frequently of the disillusion secondary school students may suffer by too exclusive a focus on college admission, or admission to a particular college, and the consequent failure to anticipate seriously the purpose of collegiate study. As a nation we may have short-changed a generation academically by demanding less than we should or could have; as we work for a remedy in improved intellectual standards, we need to beware of short-changing another generation spiritually and morally. The mind may come to know justice and to describe happiness, but it is the courageous spirit that establishes justice and the honorable heart that delights in a worthy pursuit of happiness.

One might describe a mature individual as one whose active responsibilities — personal and social — are proportional to his understanding of himself and of his environment. No one need ever stop learning, and one's environment is limited only by one's imagination. Learning imposes responsibility. Whatever particular jobs the graduates of our school evetually hold, they will all have responsibilities as voters and taxpayers, as consumers of goods, of news, of the arts, and probably as parents. These responsibilities may be selfishly interpreted or they may be understood to affect the fortunes of others as well as one's self. Molding the manner in which they are met are the myriad jobs already accomplished at home and at school. In these childhood experiences is built the discipline to decide what is important and the power to pursue conviction in responsible action. So fortified, our students may become the free men and women who graduate hourly "into wider fields of learning and responsibility."

VIRGINIA S. DEANE

COUNTRY FAIR

The work has begun and assistance is needed. If you can give some time to the HAND WORK COMMITTEE, it will help a great deal and it will be fun, too. They're now pasting, gluing, cutting, painting, and adding decorations to a wonderful host of items that will go on sale in the Country Fair booths. If you are interested, please call Mrs. John F. Milliken at HIllcrest 6-0329 or Mrs. L. Gifford Gardner, VErnon 5-2364 and join in a regularly scheduled session at Mrs. Ratcliffe's house.

A special feature this year will be the BOOK STALL where we will sell used books. Will you give us your extras? We can use children's books, paper backs, novels, encyclopedias, any kind of book you think the public will buy. Your books will be picked up by a member of the committee if you will call Mrs. William F. Benoist, Jr., at HIllcrest 6-5766.

MAY DAY 1960

May Day this year will be on May 6th.

Due to the building program the celebration will take place on the quadrangle between the Lower School, the Middle School and the Auditorium.

The May Day Morning exercise will be given by the Lower School and will begin at 10:45.

Following the play there will be a procession of the students to the quadrangle where the May Queen will be crowned. The Queen and her attendants will be honored by dances and songs. Following the celebration the whole school will picnic on the green. The picnic lunches are to be brought from home, and parents and their friends are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch

packed separately, where there are several children in different grades. The parents then lunch with whatever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses; any colour is acceptable. All children should bring sweaters in case the weather becomes chilly.

K. LANDAU

EDUCATIONAL LECTURE SERIES

Monday morning: *April* 25: Nathan Cummings, industrialist, who has taken an extensive tour of the U.S.S.R., will talk on "RUSSIA AND ITS INDUSTRIES" at 10:30 a.m. Cummings, chairman of the board of Consolidated Foods, Corp., is a director of the United States Committee for the Atlantic Congress, Inc., which met in London last year. The Congress was made up of some 650 citizens of the NATO countries. An art collector of note, he has also received several decorations from foreign countries.

Monday morning, May 9: The last talk in the Lecture Series for the 1959-60 season will cover "THE ROMANCE OF WORDS" and feature Dr. Rowland M. Myers, who has taught languages and literature at several American universities and at the American School Center for Military Government Officers in England. He has been on the staff of the Johns Hopkins University, Washington and Lee University, Union College, the University of Texas, and New York University. He studied languages in France, Germany, Italy, Spain, and Mexico, in addition to obtaining his Doctor of Philosophy degree from Johns Hopkins.

APRIL - MAY CALENDAR

April 21	Baseball — Luther North here	4:00 P.M.
April 25	Educational Lecture Series — "Russia and Its Industries" — Nathan Cummings	10:30 A.M.
April 28	Baseball — Latin — there	4:00 P.M.
April 30	Baseball — Lake Forest — there	2:00 P.M.
	Middle School Square Dance — Girls Gym	7:30 - 9:30 P.M.
May 2	Baseball — North Park — there	4:00 P.M.
May 5	Baseball —Francis Parker — here	4:00 P.M.
May 6	May Day	10:45 A.M.
	Baseball — Timothy Christian — there	5:00 P.M.
May 9	Educational Lecture Series — "The Romance of Words" — Dr. Rowland M. Myers	10:30 A.M.
May 14	Upper School Series Dance	8:30 to 11:30 P.M.
May 16	Baseball — Latin — here	4:00 P.M.
May 20	Senior Play	
	Baseball — Play-off Game	
May 21	College Entrance Board Examinations — here — registration	8:30 A.M.
	Baseball — Championship Game	
May 30	Memorial Day Holiday	

The North Shore Country Day School Winnetka

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June, 1960, Vol. XXI, No. 8

THE HEART OF THE MATTER * AN INTERIM REPORT

One year ago this spring the faculty of the school undertook a long range study of its teaching and throughout the school year has been meeting to discuss what it does do and what it might do better. The task is a demanding one and was not undertaken lightly, and, while there is more to be done, our progress is most promising.

As a first step the curriculum of the school was gathered and arranged to describe work done in each of the major disciplines throughout the school. Each member of the faculty now has in mimeographed form the English, history, math and science curricula for grades one through twelve, and the foreign language curricula for grades seven through twelve. This makes it possible for the English Department, for instance, to sit down as a group and discuss what we do as a school to teach a child to read, write, and to spell, in a continuous learning process from first grade through the Lower, Middle, and Upper schools. Likewise in science we can examine the way in which the work of any one class reviews the learning of previous years while building new foundations of understanding and knowledge for succeeding years. Thus in each of the academic disciplines Lower School teachers can see in some detail how their teaching contributes to work to be done in the Middle and Upper Schools. Of equal importance is the fact that Upper School teachers can plan their teaching to build upon work done in the Middle and Lower Schools. Most important of all is the challenge any one of us receives from colleagues currently working with children who are either older or younger than those we teach.

A review of the problem in mathematics may serve to illustrate the need for a careful look at the curriculum over a twelve year range. First let me make clear that mathematicians have been complaining for some time that schools were failing to offer a training which would prepare people for advanced modern mathematics. About three years ago the College Entrance Examination Board established a Mathematics Commission which was charged to review the field and to set examinations which would test whether or not a student was prepared for further study in modern mathematics. It soon became clear that it was easier to agree on what must be added to the curriculum than it was to find materials which could be omitted. For instance, in the ninth grade algebra course there appeared the intro-

duction to the set theory; in the tenth grade to plane geometry has been added work from algebra, solid geometry, trigonometry and analytical geometry; similar changes in the third and four years lay the foundation for more advanced study which for the last two years the school has been offering in a fifth year course covering analytical geometry and differential calculus. Thus the mathematics program of our Upper School has filled out along the line with the addition of new topics and has grown longer through the introduction of one year of college mathematics to be taught to seniors.

These are exciting changes, but developments in the curriculum below the Upper School were necessary to support the increase demands from above. This year fifty per cent of the eighth grade have enrolled in a course covering the first year of algebra, including introduction to the set theory, and new approaches to the teaching in earlier grades promise more changes in the next few years. For instance, simple notations of sets will be introduced next year in the seventh grade where already many algebraic concepts are taught. In the future it is probable that most basic arithmetic processes will have been taught by the end of the sixth grade instead of by the end of eighth grade. Children in the fifth grade are working with number line games which require the use of negative numbers. The third grade is adding and subtracting fractions with like denominators, while the first grade, using the Cuisenaire rods, has been able to add to the usual simple number combinations some work with fractions and an introduction to algebraic form.

Changes such as these leave some of us non-mathematicians gasping in an attempt to understand. Of course they have grown out of the intelligence and energy of an outstanding group of teachers, and it may be superfluous for me to point out that such revisions depend in a significant degree upon the fact that the school covers a range of twelve years, allowing a cooperative effort of those who teach young children with those who are teaching analytical geometry and differential calculus. The result is not a "speed up" nor an "accelerated program," forced through longer hours or more vigorous discipline; it is the product of a careful analysis of what should be done from the point of view of a mathematician and what can be done from the point of view of those who know the intellectual and emotional growth patterns of children.

As in the Mathematics Department an all-school approach has been made to each discipline. Several years ago the Lower School adopted a method of teaching spelling which was designed by Sally Childs, and recently the English Department has decided to extend a like system of teaching through grade ten. They are also working on an expansion and revision of their current spelling lists. Here again careful planning should strengthen teaching in a important area, and although spelling can never be too well taught, in this case the department works from strength toward greater strength. In a recent spelling test given to the eighth grade, three quarters of the students in the class scored as well as the upper half of independent school students across the country.

The teaching of grammar, more difficult and more controversial in its implications, has been studied by the English Department, and they are now at work with foreign language teachers to define those elements of grammar which are common to English and to the foreign languages taught in our school. This will become the basis of a concerted effort, but it is not to be expected that the grammar of one language suffices another language. Those who teach English, Latin, German, and French find similar teaching problems in grammar, in spelling, and in clarity of written or oral expression. Having recognized the similarity of the teaching challenge, inter-departmental discussions will become a major part of the continuing study.

Like their colleagues in mathematics, science teachers have been faced with a vast new body of material and demands for knowledge and understanding far more complex than satisfied the requirements of a college preparatory program ten years ago. There is still much to be decided about what should be taught and how it may be taught. A growing science program in the Lower and Middle Schools allowed us to drop general science from the ninth grade curriculum and in its place to institute biology, previously taught in the tenth grade. An entirely new physics course this year has placed a demand on faculty and on students for an increased understanding both thrilling and intimidating in scope. To succeed in this course a student must contend with the most complex concepts. For instance, he must understand some of the basic ideas of differential calculus in order to describe the phenomona studied. Thus, finding itself with a need to design new courses, the Science Department has been hard at work planning a sequential development of science topics and principles through the Lower and Middle Schools, as well as attempting to find the proper material and teaching methods to "plug the gap" between freshman biology and the chemistry and physics taught in the junior and senior years. Clearly this is an exciting challenge and a most demanding one.

A twelve year program in history is a challenge of almost unlimited proportions. It is easy to know when one's students lack an adequate knowledge of geography or suffer from a hazy recollection of the dates which define the course of history, but it is far more difficult to find the time to do a good job with the heritage of western civilization while at the same time to prepare students to understand what our times will demand of them in knowledge of the cultures which define modern China, Russia, India, Africa, or even Mexico and South America. We have found a spot in the currriculum which allows Middle Schoolers a chance to learn something about Africa, and the ninth grade is learning something of the Orient, but what shall we do with Egypt, Charlemagne, and Simon Bolivar?

Teachers in the Lower, Middle, and Upper Schools have been checking their students to find what might be called the "residue of knowledge" from previous years. It is more discouraging than surprising to face the appalling ease with which youngsters forget that date of St. Thomas Aquinas' *Summa Theologica.* On the other hand it is clear that quite young children can be taught to seek out and to un-

derstand the relationship between geography and the manner in which a people lives. It is also apparent that children much younger than we once thought are capable of understanding how individuals and groups establish meaning for their existence through rational investigations — through reasoning about their experiences — or by clinging to supernatural assumptions. From such observations as these the History Department has moved to organize its teaching around basic general concepts which appear and reappear in an investigation of any civilization one seeks to understand. As the organization of the material becomes clearer, the relationship between the teaching of history and the teaching of literature becomes increasingly an area for inter-departmental investigation. If it may be held that great literature offers an essentially accurate insight to a culture, then it must follow that historians cannot neglect this avenue to an understanding of past cultures. Nor should the teachers of literature neglect the culture from which an author chooses his material.

As a final comment in this interim report of our study of the school's curriculum, I should like to express keen personal respect and gratitude for an able, energetic, and imaginative faculty. They have undertaken a job of gigantic proportions, they have been unwilling to accept easy answers, they have given up evening after evening, and they have developed and are continuing to develop exciting programs of study.

NATHANIEL S. FRENCH, *Headmaster*

DO WE KNOW OUR SCHOOL

School days for our children seem to be relatively simple and calm. Oh, there are minor irritations occasionally, but from the time they leave for school until they return home, our children are part of a scheduled, smooth-running routine. To us as parents it is comforting to know that in this way they are being guided through a variety of experiences designed to develop them mentally and physically.

All this is fine . . . but actually it represents only a casual observation on the tremendous part North Shore Country Day School plays in our lives and in the lives of our children. The School's curriculum is a highly complex program, requiring endless and meticulous thought. It appears to be calm and well ordered only because members of our highly skilled faculty bend their every effort to make it so. Frequent organization meetings, informal discussions, and conference groups of faculty members are constantly seeking ways to better the program and to evaluate the participation of each child.

The scope of this job is such that without the full cooperation of parents it would be nearly impossible. The faculty seeks and welcomes our help, but if we are to give it intelligently, we must know and understand intimately the curriculum our children are following. Only in this way can we properly collaborate with teachers and school to coach our children toward greater achievement.

This ties in with one of the basic purposes of our Parents Association which is to further acquaint Parents with their school. Through participation in Parents

Association activities, we can greatly increase our knowledge of exactly how our children spend their time at school. Furthermore, faculty members, with whom we have frequent contact, increase our understanding of the school and its program.

If you have not already done so, we urge you to join one of the many existing Parents Association projects. They bring us into closer association with faculty members, and we can think of no better way to learn more about what our children do and why, during school hours. It is only when home and school join forces in effort and understanding that the greatest benefits for our children will be realized.

For the Parents Association
HUNT HAMILL, *President*

CONGRATULATIONS! CLASS OF 1960

Forty-one seniors filled out a total of 120 applications to colleges. This reflects the necessity for multiple applications, a procedure which contributes to the competition in the admission picture, but is a necessity in the interests of most students. This year, however, ten boys needed to make only one application. While some colleges have not yet announced all their final decisions, (as of May 17th) the Senior Class has already earned an impressive record of admittance. The 79 favorable actions are as follows:

ADMITTED

Harvard	4	Colby Junior College	2	Bradford	1
Bennett	3	Lawrence	2	Hollins	1
Connecticut	3	Radcliffe	1	Garland	1
Williams	3	Randolph-Macon	1	Briarcliff	1
Ripon	3	Skidmore	1	Carleton	1
Smith	2	Wells	1	Florida State	1
Wellesley	2	Sarah Lawrence	1	Rutgers	1
Haverford	2	University of the South	1	Duke	1
Goucher	2	University of Denver	1	Wesleyan (Connecticut)	1
Sweet Briar	2	Mills	1	Antioch	1
Centennary	2	De Pauw	1	St. Lawrence	1
Vassar	2	Marymount	1		

WAITING LIST

Bradford	3
Denison	2
Pembroke	2
Smith	1
Wellesley	1
Connecticut	1
Wheaton	1
Mount Holyoke	1
University of Wyoming	1

MAY DAY

The Sophomores and I wish to extend our warmest thanks to all the students, faculty members, and parents for the great help they gave us on May Day. This help was particularly appreciated because of the weather conditions which necessitated a quick change from the outside setup to the gym.

We had many visitors for whom the old gym was hardly big enough. We are all looking forward to the new gymnasium.

Our very special thanks go to Mrs. Kern, our efficient costume chairman, and to Mrs. Sheesley, Mrs. Ferry, and Mrs. Miller who helped us decorate the throne. Inspite of the late spring, we received rich flower donations.

This year's May Queen was Jean Wright She was accompanied by her attendants Linda Fay, Freddy Gardner, Deborah Strong, and Holly Potter.

KARLA LANDAU

WORKERS NEEDED FOR COUNTRY FAIR

Peg Ratcliffe invites every Country Day mother willing to stitch, press, paste, paint, package to come to the Country Fair workshop at her house, 82 Indian Hill Road, Winnetka. every Monday and Tuesday between 9:30 and 3:00 from now until Fair Day, October 15. If you can stay through lunchtime, bring a sandwich. Coffee will be served. Come as often as possible for as long or as little a time as you can spare. Experience not necessary, though welcome. Your help is needed to make the Fair a success.

Please remember our Treasures, Trifles, and Book Departments. Appraisals made, deductions given. For pick-up, call Mrs. Herbert L. Stern, Jr., ID 2-2369 (Treasures and Trifles); Mrs. William F. Benoist, HI 6-5766 (Books). Please tell friends who are moving of this Country Day service.

JUNE CALENDAR

June 1	Lower School Parent Meeting — Walling Hall	8:00 P.M.
June 2	Baseball Game — Timothy Christian — Here	4:00 P.M.
June 6	Lower School Picnic — Grades First through Fifth	6:00-8:00 P.M.
June 8, 9, 10, 13 and 14	Upper School Examinations	
June 10	Lower School Closing Exercises — Walling Hall	10:50 A.M.
	11th Grade Picnic	
June 13	Middle School Luncheon	12:30 P.M.
	8th Grade Picnic	
June 15	Senior Luncheon	1:00 P.M.
	Senior Stunts	2:30 P.M.
June 17	Commencement	3:30 P.M.
	12th Grade Picnic	
June 18	Junior Prom	9:00-1:00 A.M.

School opens Thursday, 8:25 A.M. — September 15, 1960

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

October, 1960, Vol. XXII, No. 1

A CHALLENGE TO SCHOOLS

In recent years there has been widespread concern about the effect of the swelling tide of college bound students. There seems to be little doubt that admissions officers have been able to identify academic ability, and no doubt that college faculties are prepared to teach those with greater intellectual promise. There has been, however, a recurring suspicion that too narrow a basis for choosing the few from among the many college aspirants has resulted in the selection of too large a percentage of young men and women who are academically able but lack purpose, who have no real sense of direction, who wander too frequently into unprofitable areas.

It is easier to speculate on the effect of the strains of our times than to know that these are, in fact, the reasons for confusion among college students. It may be that one facet of "McCarthyism" created an unbecoming conformity against which have stood the unfortunate beatniks. It may be that the picture of the "organization man" discouraged some youngsters from the proud idealism one hopes to find in the college age student, or it may be that the threat of cold war turning hot has had a debilitating effect. Whatever may be the cause, it is clear that too many college students seem to know neither what they want nor what may be their guiding purposes.

All of us have read reports of cheating on college examinations, of student condonation of "payola" in entertainment fields, but it is not so well known that a series of surveys of student opinion has produced a body of information which is equally disquieting. A surprisingly large number of college students are unwilling to subscribe wholeheartedly to freedom of speech, press, and religion. Many of them have little or no trust in the ability of the electorate to choose good candidates or of their legislators to make wise decisions; and they are not sure that we should not compel a witness to give testimony against himself. All of us know that our system works imperfectly, but it hurts to find young men and women, at an age when they can best be idealistic, appear to lack respect for the fundamental principles. Their doubts might better be directed toward human frailties. One would expect from the ablest young men and women the clearest expression of idealism; instead, we hear more and more of skepticism ranging over into cynicism.

How well does the college fare in its attempts to teach a respect for our national and cultural ideals? Apparently not well. It appears that the development of a philosophy of life, which embodies the adoption of convictions upon which one may act, must be well started in pre-college years, for it is not a common result of a college education. Such development as does take place is more likely to come from

discussion with fellow students than from the efforts of professors, and it is hard to trace any effect at all of the collegiate academic program on the development of character. This is a thesis which has been advanced in several studies, but it is not accepted as more than a hypothesis. I recount the thought here because I believe it has some validity, and, moreover, because I think it poses a challenge to parents and teachers of children below the college years.

I do not worry that the schools are unequipped to cope with so large a problem. Without space for a full description of the opportunities offered to a faculty, let me suggest some qualities of character which we should foster and some of the ways in which our teaching may contribute to their development. When we judge a man or woman for the ability to contribute to the "common welfare," we look for qualities which are also important to the success of any enterprise. Among others, we would commonly include knowledge, independence of thought, the will to contribute, an imaginative and reasonable approach to the solution of problems, and a respect for moral and aesthetic values.

The development of these attributes, I submit, properly becomes the framework of criteria which a school should place upon its teaching. Academic concentration in our times — or in any era — can only be justified if it fosters qualities most important to an effective life. Whether the study prescribed for a youngster be Machiavelli's *The Prince* or Plato's *Republic,* whether it be George Washington in 1776 or Abraham Lincoln in 1861, whether it be the Greek notion that "nature abhors a vacuum" or Darwin's theory of evolution, the same criteria may be set in judging the validity of the teaching.

Consider the student asked to study one or another of these subjects. Let us first assign a problem and ask for "an imaginative and reasonable... solution." *Explain the fact that the wealthy patrician, George Washington, became the focus of leadership in an attempt to overthrow the government he had served.* And let us ask the teacher to honor "independence of thought," "the will to contribute," "a respect for moral and aesthetic values," and "knowledge." In this problem it is clear that there is no one finite answer, that students must, therefore, seek out (and teachers must honor) an explanation which fits the facts. Further, the student must arrive at an intellectually respectable position and be prepared to defend this whether or not he stands alone.

Without attempting here to arrive at an answer to the problem, allow me to list some of the facts (knowledge) which must be considered. Washington's cash crop (tobacco) was unprofitable in the early 1760's, and he was never comfortable that this fact was not an expression of an inept London agent. He knew the minds of men like Henry, Mason, and Jefferson. He took command of the troops in June, 1775, before he came to believe in revolution. He bought and sent to friends extra copies of Thomas Paine's *Common Sense* in the early winter of 1776. And a student may more readily imagine the era if he tangles with the poetry of the Declaration of Independence:..."inalienable rights of life, liberty, and the pursuit of happiness"....."mutually pledge to each other our lives, our fortunes, and our sacred honor." One who attempts to relate these facts, and the teacher who judges the effort, walk together a path of intellectual exploration. The younger mind explores and turns to the older to discover not what is "right" or "wrong" of what he finds, but the degree to which the relationships he establishes account for what he knows — of Washington, of the events of his time, and of the quality of leader-

ship. The teacher is not judging the "correctness" of the student's conclusion, but its completion and logic. He further asks the student to recognize whatever assumptions he must make, as distinct from what he can be certain did indeed happen. In this relationship is fostered intellectual independence, a joy in the contribution of helpful information and ideas, an attempt to weigh moral and aesthetic concepts. Nor is this an intellectual exercise devoid of personal implications. Almost as though it were inevitable, children of school age identify with their heroes and adopt their virtues as their own, the virtues they admire.

To ask students, then, to find answers which can be given neither once and for all nor in identical form by unidentical minds is an academic approach to the development of the strength of character which our time asks of us.

Those of us who are teaching your children recognize our share of responsibility for the development of character. We accept it — in partnership with you — knowing that our common effort may well determine the quality and strength of their citizenship in tomorrow's world.

NATHANIEL S. FRENCH, *Headmaster*

AN OPEN LETTER FROM THE PARENTS ASSOCIATION

No word of welcome to those of you who are associated with North Shore Country Day School for the first time as parents would be complete without a small show of the enthusiasm we feel for the School and its accomplishments, an enthusiasm we look forward to sharing with you.

Parent participation has always been an important cornerstone in the many-phased activities that make up daily life at NSCDS. With rare foresight the first President of our Parents Association, Mr. Willoughby Walling, pinpointed what was to come.

With the indestructible triangle as a symbol be emphasized the vital contribution that would be required of parents in order to create an outstanding school. The efforts of two sides of his triangle, faculty and students, could not insure success with the essential third side, parent participation. This thought has persisted and strengthened through the years.

When we first became members of the Parents Association we heard that the progressive development of our children would depend in part on our knowledge of the school, its curriculum and its aims. Further, we heard that our own enjoyment of the school and our appreciation for it would grow as we became better acquainted with it. We have found these things to be true and we sincerely hope that you will be similarly rewarded as you take part in some of the many school activities that have become the traditional responsibility of your Parents Assocation.

Again, welcome. It is a real pleasure to have you as one of us.

Very cordially,

HUNT HAMILL, *President*
Parents Association

The following pages are for your reference throughout the year. Please save!

EDUCATIONAL LECTURE SERIES

The Educational Lecture Series, sponsored by the Parents Association, offers the students a unique and dramatic opportunity to take part in educational experiences which they otherwise would not have. Following the pattern of leading colleges and universities, the School will bring experts in their fields to present a variety of exciting topics. Question periods following most of the lectures provide a chance for individual participation.

All the students are able to enjoy and benefit from the Series, but only through the active support of many parents. This year, nine Monday morning programs have been selected which we feel will be of interest to the parents as well as the students.

MONDAY, OCTOBER 24 — "EXPLORING TODAY"
Illustrated Lecture by Ted Bank, Author and Explorer

MONDAY, NOVEMBER 14 — "A LOOK AT THE RECENT ELECTIONS"
Fahey Flynn, Television News Commentator

MONDAY, DECEMBER 12 — "HISTORY OF CHICAGO'S REPUTATION"
Herman Kogan, Author and Chicago Historian

MONDAY, JANUARY 9 — "SCIENCE IN A GROWING SOCIETY"
Dr. William C. Davidon, Physicist

MONDAY, JANUARY 30 — "THE SOUND OF JAZZ"
Art Hodes, Foremost Jazz Musician

MONDAY, FEBRUARY 27 — "THE WORLD IN A MARSH"
Film Talk by Robert Kelly, Naturalist

MONDAY, MARCH 27 — "FRANCE'S FOREIGN POLICY"
Jean Beliard, Consul General of France

MONDAY, APRIL 24 — "BEREA COLLEGE FOLK DANCERS"
Demonstration

MONDAY, MAY 15 — "FOLK MUSIC AND MUSICAL INSTRUMENTS"
Mrs. Elizabeth Ayres Kidd, Teacher and Lecturer

All performances will be at 10:30 a.m. in the School auditorium.

ABSENCES

In the interests of quality of work and the best attitudes towards responsibility of students for their own progress, the school expects all pupils to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make up work," which covers only "out of class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering

to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the school office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission for Upper School students to leave the campus during the school day must be obtained from Mr. Post (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or athletics for doctor's appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the school are normally travelled by bus, and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

CALENDAR

October	1	Football, Walther Luther — Here ..... 10:00 A.M.
October	8	Football, Francis Parker — Here ..... 10:00 A.M.
October	10	Executive Committee Meeting of the Parents Association at the home of Mr. and Mrs. Hunt Hamill ..... 8:00 P.M.
October	15	COUNTRY FAIR — School Grounds ...9:00 A.M. - 5:00 P.M. Football, Glenwood — There ..... 2:15 P.M.
October	22	Football, Lake Forest Day School, 8th Grade — Here ..... 9:00 A.M. Football, Latin School — Here ..... 11:00 A.M.
October	24	Educational Lecture Series — Auditorium ..... 10:30 A.M. "EXPLORING TODAY" — illustrated lecture by Ted Bank, author and explorer
October	26	PARENTS ASSOCIATION MEETING, Auditorium ..... 8:00 P.M.
October	29	Football, Elgin — There ..... 2:00 P.M. Middle School Square Dance — Boys' Gym .....7:30 - 9:00 P.M.
November	5	Football, Harvard — There ..... 10:00 A.M.

CORRECTION —

CHRISTMAS HOLIDAY — THE DATES WILL BE FROM THURSDAY, DECEMBER 22 THROUGH TUESDAY, JANUARY 3, INCLUSIVE.

COUNTRY FAIR BULLETIN

Saturday, October the 15th, will be the day of the "COUNTRY FAIR" to be held on the grounds of the North Shore Country Day School.

The "COUNTRY FAIR" is taking the place of the Treasure Chest Sale this year. It is the Eighth Annual Sale and the proceeds are used for school needs for which there are no available funds: in the past such things as a partial retirement of the mortgage on Perry Dunlap Smith Hall, a Hi-Fi equipment for the auditorium, special stage lighting, new curtains for the auditorium, camera equipment, and, last year, furniture and drapery for the new high school building.

The success of the "COUNTRY FAIR" is dependent on all of the parents in the school and their friends. Each class has an interesting project and needs your help.

Mr .and Mrs. William Groves most generously opened their home for the Kick-Off party on Friday, September the 23rd. A beautiful piece of jewelry was raffled off that evening. This was a gala party; the faculty, new parents and old had a happy informal time together.

Again I urge all of you mothers to come to the work meetings every Monday and Tuesday at 82 Indian Hill Road. We need every pair of hands up to and including October the 15th.

MARGARET RATCLIFFE
(Mrs. Myron F. Ratcliffe)
Country Fair Chairman

COLLEGE REPRESENTATIVES

The following colleges will have representatives visiting the school in October. Appointments will be scheduled starting at 1:20 P.M. This list is necessarily incomplete because of the early publication date of this issue of *Notes*.

October	5	Columbia University — Mr. Henry S. Coleman
October	7	Western College for Women — Miss Lynn Hassinger
October	12	University of Denver — Mr. John Murray
October	13	Lake Erie College — Mr. Moeckel
		Claremont Men's College — Mr. Emery Walker
October	14	Rollins College — Mr. Don C. Broadbridge, Jr.
October	21	Franklin and Marshall — Mr. Edward Hoffer
October	27	Christian College — Miss Nichols
November	4	Scripps College — Miss Maples

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1960 - 1961
ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of the Faculty and Dean of Girls ..... Virginia S. Deane
Head of the Lower and Middle Schools ..... George F. Eldredge
Dean of Boys ..... Michael A. Post
Assistant to the Headmaster ..... Barbara A. Foote
Treasurer ..... Lorenz W. Aggens
Assistant Treasurer ..... Elsie V. Harridge
Registrar ..... Jean K. Talley
Secretary to the Headmaster ..... Dorothy Roberts
Manager of Day Camp ..... C. Bertram McKinney
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Director of Public Relations ..... Helen F. Joseph
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Office Secretary ..... Violet Dormody
Director of Transportation ..... Katherine L. Brunner
Bookkeeper ..... James J. Bergen
Assistant to the Head of the Lower and Middle Schools ..... Jessie C. Griswold

LOWER SCHOOL

Fifth Grade and Chairman of the Faculty ..... Kathleen M. Collingbourne
Fourth Grade ..... Mary Ellen Daniels
Third Grade ..... Katherine L. Cretcher
Second Grade ..... Frances B. Renoe
First Grade ..... Zoe Lund
Kindergarten Teacher ..... Joan Green
Kindergarten Teacher ..... Margaret S. Blow
Assistant Kindergarten Teacher ..... Wendy Robinson

MIDDLE SCHOOL

Chairman of the Faculty ..... William W. Steel
English ..... Sarah B. Bobbitt, Joseph J. Nold, George F. Eldredge, Michael A. Post, William W. Steel
Social Studies ..... William W. Steel, Joseph J. Nold, Sarah B. Bobbitt
Mathematics ..... Mary M. Brandes, Virginia Ingram, William W. Steel
Science ..... Mary M. Brandes
French ..... Alexander Hamilton

UPPER SCHOOL

English .... Michael A. Post, Adrienne M. Lange, Alice A. Davis, Joseph H. Pynchon
Social Studies and History ..... Virginia S. Deane, Samuel Bockius, A. Clendenin Robertson
Mathematics .. Lewis A. Taylor, William W. Talley, Stephen S. Ober, Elsie V. Harridge
German ..... Karla Laudau
French ..... Simone Valvo, A. Clendenin Robertson
Latin ..... Anna Eiben
Science ..... William W. Talley, Joseph A. Licata, Martin J. McCarty
Health Education ..... Perry Dunlap Smith
Typing ..... Viola R. Schwimmer

INTER-SCHOOL

Art ..... Richard Brauer, Harriet Hahn
Dramatics ..... Adrienne M. Lange
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Anne B. Strong
Music ..... Vincent B. Allison, Jr., Margaret L. Foote, J. Gary Stuart
Physical Education ..... Martin J. McCarty, Sylvia Spencer
Development Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert F. Philipsborn, Jr.
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade ..... Miss Ingram and Miss Brandes
7th Grade ..... Mrs. Bobbitt and Mr. Hamilton
8th Grade Boys ..... Mr. Nold
8th Grade Girls ..... Mr. Steel
9th Grade Girls ..... Miss Davis
9th Grade Boys ..... Mr. Pynchon
10th Grade Girls ..... Miss Eiben
10th Grade Boys ..... Mr. Bockius
11th Grade Girle ..... Mme. Valvo
11th Grade Boys ..... Mr. Aggens
12th Grade Girls ..... Miss Deane
12th Grade Boys ..... Mr. Post

THE BOARD OF DIRECTORS

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THE PARENTS ASSOCIATION

President, Mr. Hunt Hamill, 550 Cedar Street, Winnetka ..... HI 6-0928
First Vice President, Mr. John T. Benson, 596 Oak Street, Winnetka .... HI 6-3660
Second Vice President, Mr. Matthew L. Rockwell, 1194 Westmoor Road, Winnetka HI 6-4487
Secretary, Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka ..... HI 6-6189
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EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, and the Standing Committee Chairmen.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. James W. Alsdorf, 220 Chestnut Street, Winnetka ....HI 6-1078
Athletic, Mr. James R. Wilson, 207 Dickens Road, Northfield .....HI 6-0541
Costume, Mrs. Samuel H. Shapiro, 262 Latrobe, Northfield .....HI 6-3524
Mrs. Charles H. Newman, 670 Midfield Lane, Northbrook .....CR 2-6130
Educational Lecture Series, Mrs. Herbert L. Stern, Jr., 1128 Green Bay Road, Highland Park ID 2-2369
Mrs. Robert B. Mayer, 915 Sheridan Road, Winnetka .....HI 6-1914
Faculty Teas and Refreshments, Mrs. Lawrence Howe, Jr., 175 Chestnut Street, Winnetka HI 6-2691
House, Mrs. John H. Leslie, 744 Tower Road, Winnetka .....HI 6-4808
Library, Upper School, Mrs. C. Bertram McKinney, 886 Pine Street, Winnetka HI 6-2712
Middle School, Mrs. Thomas F. Geraghty, Jr., 344 Palos Road, Glencoe VE 5-2051
Lower School, Mrs. A. Barr Comstock, Jr., 1162 Asbury Avenue, Winnetka HI 6-5813
Lunch, Mrs. J. Robert Cohler, 653 Hill Road, Winnetka .....HI 6-2445
Notes, Mrs. Robert L. Foote, 587 Longwood Drive, Glencoe .....VE 5-1480
Mrs. Stanley G. Harris, Jr., Co-Chairman, 390 Grove Street, Glencoe..VE 5-0996
Office, Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield .....HI 6-3925
Publicity, Mrs. Philip W. Moore, Jr., 100 Green Bay Road, Winnetka ...VE 5-0878
Safety Council, Mrs. Robert C. Dille, 1631 E. Ridgewood Lane, Glenview PA 4-2962
Steering Chairman, Mrs. Arthur B. Seibold, Jr., 140 Park Avenue, Glencoe VE 5-1617
Upper School, Mrs. W. Newton Burdick, Jr., 217 Dickens Road, Northfield HI 6-5660
Middle School, Mrs. Herbert F. Philipsborn, Jr., 874 Grove Street, Glencoe VE 5-2382
Lower School, Mrs. John F. Milliken, 952 Fisher Lane, Winnetka ...HI 6-0329
Treasure Chest, Mrs. Myron F. Ratcliffe, 82 Indian Hill Road, Winnetka ..AL 1-7126
Mrs. John T. Benson, 596 Oak Street, Winnetka .....HI 6-3660
Mrs. William Beck Morse, 2716 Blackhawk Road, Wilmette .....AL 1-5851
Student Activities, Mrs. Wesley H. Loomis III, 2323 Pebble Fork Road, Northfield HI 6-6392
Middle School Office, Mrs. Thomas F. Geraghty, Jr., 344 Palos Road, Glencoe VE 5-2051
Social Standards Committee, Mrs. Stewart Boal, 701 Sheridan Road, Winnetka HI 6-0825

GRADE CHAIRMEN

Junior Kindergarten Mrs .Thomas S. Stibolt, 6 Longmeadow, Winnetka..HI 6-0373
Senior Kindergarten, Mrs. Chester W. Laing, 200 Dempster Street, Evanston UN 4-5577
First Grade, Mrs. George F. Eldredge, 236 Elm Street, Glenview .....PA 4-2159
Second Grade, Mrs. Martin Pink, 1912 Clifton, Highland Park .....ID 2-5536
Third Grade, Mrs. Jerome J. Gordon, 1177 Ash Street, Winnetka .....HI 6-4326
Fourth Grade, Mrs. Everett Lee Millard, 1623 Sylvester Place, Highland Park ID 2-0212
Fifth Grade, Mrs. Wesley H. Loomis III, 2323 Pebble Fork Road, Northfield HI 6-6392
Sixth Grade, Mrs. Henry A. Gardner, Jr., 573 Grove Street, Glencoe .....VE 5-1930
Seventh Grade, Mrs. Albert H. Barber, Jr., 1202 Cherry Street, Winnetka..HI 6-0421
Eighth Grade, Mrs. J. Robert Cohler, 653 Hill Road, Winnetka .....HI 6-2445
Ninth Grade, Mrs. William F. Benoist, Jr., 765 Willow Road, Winnetka ..HI 6-5766
Tenth Grade, Mrs. William S. Callander, 702 Ash Street, Winnetka .....HI 6-2989
Eleventh Grade, Mrs. C. Bertram McKinney, 886 Pine Street, Winnetka ..HI 6-2712
Twelfth Grade, Mrs. Robert F. Spindell, 326 Essex Road, Kenilworth ....AL 1-0272
Mr. Robert F. Dick, 640 Blackthorn Road, Winnetka .....HI 6-3079

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXI November, 1960 No. 3

Annual Report

On the opening of our forty-first year in September, 1959, we faced the confusion inevitable to building. The High School building was a shambles of reconstruction and the area around it was reserved for the contractor. Needless to say, the total picture presented a happy confusion but nonetheless a confusion.

School began fifteen minutes early and the length of the year was extended an extra week to account for time lost as a result of the building program. The Lower and Middle schools were able to operate without serious inconvenience, except for the fact that the Girls' Gymnasium was taken over to become the High School study hall. Leicester Hall, which for nearly twenty years had been the home of our small boarding department, reverted to its earlier status as a classroom building, and the boarding department became a chapter in our history. By careful planning we were able to schedule most classes in Leicester, but some were held in the auditorium, some in the basement of Knollslea, others in the Art Library, and Mrs. Talley's office became a somewhat crowded classroom capable of seating twenty students.

Perhaps it was the vision of the future which held the School's morale, but I prefer to think that our students and faculty refused to confuse a little inconvenience with hardship. Certainly it was a mud-spattered, difficult, and very happy fall.

Teachers and Teaching

Beginning in the fall and working throughout the academic year the faculty made a thorough-going study of our school curriculum. So long as there is life in the School there will remain with us two abiding questions: What is most important to teach? How can we best teach it? We seek the answer to the first question through interpretation of our cultural heritage, through analysis of our current society, and through estimates made of future needs. We look for answers to the

second question in our experience as teachers, in the nature of the children who sit in our classes as separate and distinct individuals, and in the work of scientists whose discoveries throw new light on the learning process. Our first step as a faculty began with a discussion of the subject matter now presented in the School.

In the fall of the year a twelve year curriculum for each of the five disciplines was compiled and put together so that each member of the faculty might study the School's full curriculum. Thus the study of English could be discussed as a process of developing skills and knowledge over a period of twelve years, allowing for focus on the continuing nature of such problems as spelling, paragraph structure, and in the precise definition of a thought. In these discussions there was great value arising from the differences in opinions of eleventh grade and third grade teachers. This was most important in throwing light on the effect which teaching methods have on student attitudes, on retention of information, and even on a student's growth as a person. This latter area has almost inevitably become the basis for a continuing study by the faculty in the second year of our curriculum study.

* * * * *

A brief look at the overwhelming immensity of the body of material which historians should impart to a promising young man or woman, whose adult years will be spent in the latter third of the Twentieth Century, makes clear the need to omit some things once considered important. We are slighting history which once was carefully taught to allow time for new topics. The Sixth Graders now take a fairly extensive look at Africa and at India. The Ninth Grade history devotes its second semester to China, including both a brief view of its ancient culture and recent changes leading to and including the impact of communism on the world's most populous area. Tenth Grade English history spends more time in the more recent years, allowing them a fairly careful look at the appearance

of socialism and Soviet Russia in contemporary history. Through these changes and through a constant effort to bring the lessons of history to bear on an interpretation of contemporary world problems, the History Department keeps abreast of the impact of the changing world scene on the history curriculum.

At least as important as these changes in their teaching is the identification of some common historical concepts which will guide the historian as he approaches an area of study which is new to him. The teaching of these concepts is so organized that a younger child may be expected to know that there can be "no government without power" and to this knowledge, as he matures, he may be expected to add an understanding of the varieties of factors which may combine to support the power of a ruling government. Thus, from the earliest years the teaching of history includes not only the descriptive material of a given era and area, but also the ideas which may be taken from a particular time and place to elucidate a quite different culture.

Much of what goes on in the teaching of history these days can be characterized by the comment of Mr. Robertson returning to teaching after some years spent in other pursuits, when he said he was "Refired with the belief that immature minds grow more rapidly if you treat them like grownups, demand more mature thinking of them, and then provide them with the necessary information and connective tissue for their study."

* * * * *

Last spring the rumor went through the building that an atomic explosion was taking place in the Physics Laboratory, only to be corrected a few minutes later by a second rumor in the form of an invitation to visit the lab to see Alpha, Beta, and Gamma particles. I finally went to see for myself when an older student explained that a visit to the lab would give me a chance to see 'spontaneous disintegration in a cloud chamber,' obviously too good to miss.

As usual, there was some truth in each story. A small piece of radium sitting in an alcohol vapor chilled to 100 degrees below zero was giving off radium atoms which left vapor trails analogous to those we see tracing the paths of high altitude jet airplanes. Almost as interesting as the demonstration was the sea of faces, ranging in ages upward from the Middle School, all catching some insight into the nature of atomic structure.

The demonstration had been set up as a part of a Physics course new to the School in this last academic year. A few years ago M.I.T. launched a study to determine what should be included in a secondary school Physics course. With seemingly unlimited funds, and physicists from across the country, the original thought evolved into a course consistent with the latest scientific findings and theories. The prosaic and descriptive study of a succession of units devoted to mechanics, light, gas, heat, sound, etc. is a thing of the past. The new course begins with and is tied together by a study of wave motion. The old textbook ended with a rhetorical question, "Man has succeeded in sending a rocket to an altitude of 450 miles. What will come next?" In the new course is a problem which most students are expected to solve, "A satellite encircles the earth at an altitude of 500 miles every 98 minutes. How much does the earth weigh?"

* * * * *

Over the past several years the Mathematics Department has faced with vigor the crying demand for more and better mathematicians. Last year fifty per cent of the eighth graders completed a year of algebra which included such modern topics as set theory. In the High School a class composed of sophomores and juniors found that they could cover in one year what was once a second year of algebra as well as most of plane trigonometry, and a still more advanced group did a year's work of college math which included analytical geometry and differential calculus.

Thus it is clear that the mathematically inclined boy or girl is being given the opportunity to move ahead as fast as his abilities

allow. It is not so clear, however, that there are as many students "mathematically inclined" as might come from a school of our population. A careful look at this question suggested the need to look at the Lower School teaching of arithmetic. Were children discovering that mathematics is a language of quantative relationships, many of which relationships are delightful to contemplate?

After a year's experience with a new approach to the teaching of arithmetic in the Lower School, it seems possible that a far larger percentage of our students can learn to appreciate mathematics as a language. This new approach depends heavily upon the teacher, from whom it asks a higher level of intelligence and imagination, and it depends, secondly, on the invention of a Belgian by the name of Cuisenaire. He designed a set of "rods," one square centimeter in cross section and varying in length from one to ten centimeters, which may be used beneficially for free experimentation and play, and equally well they may be used for demonstration of mathematical relationships, some of which are as complex as the binomial theorem.

In the lower grades the fundamental fact is that the rods allow a development of conceptual understanding which makes of mathematics a language. Because the children demonstrate each problem with the rods they are capable of a conceptual understanding far beyond what once was normal. For example, these problems appeared on a test given to the First Grade last year. $2 + 1 + \square = 8 + 2$, $\frac{3}{4}$ of $12 = \square$, $\frac{1}{2}$ of $(12 + 4) = \square$, and $\frac{1}{2} \times 2 = \square$. At first, children are asked to work out such problems with the rods, and they continue to do this until such time as it is quicker and easier for them to solve them in their heads. At this moment arithmetic becomes abstract.

Those with longer experience with the rods justify our hopes that we will soon be dealing with a larger percentage of mathematically minded children and probably with a mathematics curriculum which will be two or three years more advanced than it was a year or two ago.

After long discussion the Middle School embarked on a new fine arts program which, although it still allows for experience in the graphic arts as distinct from the musical or dramatic arts, makes a careful effort to involve the students in at least one experience in which several arts are brought to bear on a single project. Perhaps this is most clearly demonstrated in the Eighth Grade production of the operetta *The Boy Mozart,* in which design, dramatic action, and music unite in a single production.

In the Upper School the removal of classes and offices to the new building left Knollslea free for a corps of mural painters, a wonderful and unusual opportunity. Many of these same children had already some experience with large scale painting gained through the Christmas Tableaux which set the Christmas story in four different North American cultures. Each of the tableaux, as well as each of the murals, was the work of an individual student's design and arrangement.

It was also an active year in music providing us with choruses from an oratorio by Handel, *Solomon,* choruses from the *Messiah,* Gilbert & Sullivan's *Iolanthe,* and a preview of a varied program which a group of chamber players, the a Cappella, and the Ensemble took to perform at Grosse Pointe University School outside of Detroit.

* * * * *

The athletic record for the year was a good one. The Middle School girls had an undefeated basketball team and the varsity hockey team was undefeated. The Frosh-Soph record for the year must be described as unprintable. However, we won the League tennis doubles championship, placed third in golf, third in basketball, second in baseball, and lost the football championship in a season in which we won seven games, lost one, scored 181 points to our opponents 55. Perhaps more important than the record of wins and losses is the fun and the development which comes from playing games under pressure. Besides the many games which took place between

teams within our own School, there were something like fifteen teams playing games with teams from other schools.

* * * * *

The college preparation record was strengthened by the fact that more than half of last year's senior class was enrolled in Advanced Placement courses, doing college level work not merely because they expected to receive credit for this effort, but because they felt an interest in the subject matter sufficient to warrant the time and effort. Only sixteen chose to take the examinations; there was one failure, with the remainder of the scores being distributed between passing and highest honors.

Of the thirty-nine graduates, one is in Europe and the others are in twenty-seven different colleges and universities. Four are at Harvard, three at Williams, two each at Colby Junior College, Haverford, Ripon, Smith, the University of Denver, Centennary, and Vassar. Others are in Hollins, Shimer, Mills, Bradford, Denison, Antioch, Duke, Connecticut, Lawrence, St. Lawrence, Radcliffe, Garland, Parsons, the University of the South, DePauw, and Marymount.

Without attempting to predict individual choice of careers at the time of high school graduation, an informal survey of seniors' preferences showed teaching, foreign service, and the law about equally intriguing to the boys, with some combination of law and politics following close behind the three leaders. Among the girls marriage outstripped all other careers, but close behind this came the diplomatic corps, teaching, and social work in that order.

* * * * *

The program of the School lies in the care of an outstanding faculty. To them we owe more than can be recorded. Particularly it is fitting that we offer here a tribute to two who died during the year. Stephanie A. Wishart, for seven years the School librarian, had earned the gratitude of colleagues and chil-

dren for her unfailing help in getting and caring for our books. Theo Dosé, for eight years teacher of music in the Lower and Middle Schools, left as her own memory a love of music in countless boys and girls and a tradition of quality in music programs.

Responsible Men and Women

The charming self-centeredness of a little child expands slowly as he welcomes others to share a toy or the story of a happy incident. Kindergarteners are proud and happy to help with the distribution of the morning juice, pleased when they have done a good job cleaning up a classroom, and with these experiences begins a long trek toward their adult years when much of their happiness will hinge on their ability to play a useful part in their families and in their communities. There is no way for a school alone to develop a sense of social being in youngsters, but, like charity, it begins at home.

A committee of Fifth Graders to open a heavy front door for four-year-olds, a Lower School newspaper with editors drawn from the Second, Third, Fourth, and Fifth grades, a workday when young and old turn out to clean up the School grounds, the stump of an ancient and honorable elm dug out of its spot on the lawn by Ninth Grade boys, a hockey rink built and lighted by High School boys; these and many others are the experiences which lead a child out of himself and into a social world.

As a school we are blessed with a myriad of traditions of cooperative effort, and because we are a small school there is a place of responsibility for almost everyone. A Student Proctoring committee announced a new code: "Study hall is based on cooperation and mutual help; it is everybody's responsibility." The Morning Ex Committee takes pride in a plan which has breadth and depth as, for instance, in the week of April eleventh a group of math students introduced the School to topology on Monday, on Tuesday they all took part in a Town Meeting, on Wednesday a Ninth Grade history class discussed Bud-

dhism and Taoism, on Thursday two Tenth Grade girls described Easter customs in Hungary, and on Friday a father, Godfrey Sperling, came and spoke on journalism as a career.

Through the Middle and Upper Schools we make an increasing effort to extend the horizons of responsibility to areas beyond our School community. A long established Toy Shop provides an avenue for assistance to less fortunate in the city of Chicago. High School groups attended the Inter-Group Relations Conference in Chicago, and last year they devoted two Morning Exercises to discussion of inter-group attitudes and relations and their effect on our national community as well as their effect on our prestige abroad.

Parents Association

The work of the Parents Association commands our undying thanks. We can see what they do from day to day and week to week, but I doubt that we can fully measure their contribution to the School.

A normal day at School would bring a youngster in contact with a mother working on the switchboard, with another working in the library, and with others helping out with the lunch line. To this might be added the times when mothers help him to find a costume, set up a football banquet, or help with the arrangements for a square dance. These things the student sees, but he knows in a myriad of less direct ways that his parents are helping to make the School a better experience for him. The monthly issue of *Notes* somehow appears in the mailbox. He hears about tea parties where parents and faculty meet, or he sees a copy of the report of the Parents Standards Committee. He cannot help but count this as evidence that his parents are supporting his School and thereby supporting him.

Last fall he heard all sorts of tales of long hours of work in preparation for the Treasure Chest, and he read about an English taxicab which was imported for an auction at his

School. He knows that the work of the Treasure Chest enlisted the energies, intelligence, and imaginations of a great many mothers. He knows that they were at great pains to strengthen his community. What he sees directly and what he knows indirectly of his parents' assistance to the School makes for him, then, a picture of a community with unifying and strengthening morale, and he himself cannot help but be strengthened thereby.

Alumni Association

As the years roll by and the alumni group increases in numbers and in strength, it is gratifying to find them increasingly helpful to the School.

Last year appears to have been one of examination and planning. I found it interesting to attend the Alumni Board meetings and hear their hopes and ambitions for the School as well as their expressions of a willingness to assist the School. Specifically, plans for the alumni newsletter were undertaken, and it should not be long before the results of these plans are forthcoming. A second plan was well under way by the time school ended and was fun to watch in its initial stages. A topnotch photographer, with the quick perception of the good candid camera expert, produced before the year's end a great many pictures which will eventually find their way into a pictorial description of the School.

There were ninety-two alumni children from fifty-three alumni families enrolled in the School. They make a rather special group, particularly as we find our own graduates in positions of responsibility on the Board of Directors and in the Parents Association, to say nothing of George Eldredge and Virginia Deane, who hold important positions on the faculty.

Material Matters

The most exciting fact of the year was the completion of the new High School building; new in spite of the fact that it used much of old Dunlap Hall – a fact which held the cost to approximately eight dollars per square

foot. By extending the east wall and adding to the north end of the building, we now boast home rooms which are large enough to provide good quarters for groups of twenty-five. These rooms will, of course, be used as classrooms, except for the two senior home rooms, and to this list of large rooms may be added the four smaller classrooms. The laboratories are now large and cheerful and provide sufficient space for classes and for individual projects, and the library now boasts its own workroom as well as additional space and new shelving.

It was something of a wrench to tear down Knollslea Hall, but the cost of repair and upkeep had become prohibitive. While it had become something of a landmark, it also had become for us a "white elephant." In contrast to some predictions, the building was fundamentally weak and in less than a week's time was down and trucked away.

When Dunlap was completed in January, we moved into the new quarters with a whoop of delight and gloried in facilities which were reflected in the academic work of the students as well as in a general sense of well-being. At the end of the third quarter over one hundred and fifty of the high school students showed a better academic standing than they had in the term just prior to moving into the new building.

It was at this time that the Board made its courageous decision to begin the new gymnasium, thereby committing the School to a fund-raising effort of mammoth proportions. By the end of the year the hole on the old hillside was dug and concrete for foundations was being poured. At the time of this writing the walls are nearly completed and we expect the roof to be put on next week. With good luck we will be in the gym right after the Christmas holidays. To be in it and to be happy about it will require the raising of still a good many dollars.

We are now facing the crucial period of our Development Fund drive. Being com-

mitted to an overall effort to bring the plant up to respectable levels and to begin an endowment for excellence in teaching, it was entirely right to undertake to complete the gymnasium in the calendar year, 1960. To do this we must raise $175,000 more, in cash and in pledges, before January 1st, 1960. This will require widespread and generous participation but it is something we can do.

Respectfully submitted,

Nathaniel S. French, Headmaster

Financial Statement

INCOME AND EXPENSE	1958-59	1959-60
Income:		
Net Tuition Income	$295,401	$302,199
Other Income	26,816	20,087
Contribution Income	53,101	52,164*
Total Operating Income	$375,318	$374,450
Expense:		
Salaries and Benefits	$296,900	$306,668
Educational Expenses	8,089	6,538
Administrative Expenses	20,803	24,623
Operating Expenses	30,545	26,738
Maintenance Expenses	24,611	23,119
Total Operating Expense	$380,948	$387,686
Net Operating Deficit:	$ 5,630	$ 13,236
Reduction of Debts:	$ 0	$ 6,800
Total Operating Deficit	$ 5,630	$ 20,036

* * * * *

The annual campaign to raise funds to balance the School deficit was terminated on January 1, 1959, and a three year program to raise $1,000,000 for developmental purposes was launched. This program includes the remodeling of the Upper School, the construction of a new Gymnasium and an Art and Music Center, the establishment of a faculty salary endowment, and the financing of deficit operations of the School during this three year period.

* As of June 30, 1960, cash and pledges had been received totaling $486,321.32 and on October 15, 1960, this total is $532,185.70.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

December, 1960, Vol. XXII, No. 3

THREE GIFTS IN ONE

Last month parents, alumni and friends of the school received a letter outlining the current crucial stage in its development program. This month the editors of *Notes* have provided this space for an up-to-date report.

On October 31, contributions totaled $560,000. We explained the critical need for an additional $175,000 by January 1, 1961. Today (12/1) contributions have reached $595,000; our immediate need has been whittled to $140,000.

A heartening incentive is the second half of a $50,000 "challenge" gift, for which we will qualify when the Fund reaches $636,000. This means that as soon as we can raise $41,000 more, we will receive an additional $25,000. This will help substantially.

Your generosity to the school at this gift-giving season will be highly significant. Your tax-deductible contribution or pledge (the bank will lend us the full amount of your intended gift) will enable us to meet our most pressing obligations. It will:

— provide bricks and mortar for the renovated high school and the new gymnasium, so nearly completed on the hill;

— demonstrate your faith in The North Shore Country Day School.

— symbolize your commitment to the cause of education for children in the creative, formative years.

YOU WILL BE GIVING THREE GIFTS IN ONE.

Gilbert H. Osgood, *President*
The Board of Directors

William F. Benoist, Jr.
Chairman, Development Fund

COUNTRY FAIR NEWS

The Board of The Country Fair wishes to express its most sincere appreciation to every parent, faculty member and friend of the school who helped make our first "Country Fair" a great success.

Your enthusiasm, harmony and cooperation in the long months of planning and your hard and conscientious work on October 15th made our "Fair" one of the most successful projects that North Shore Country Day School has ever undertaken.

We have given $9,000.00 to the development program as of this date. The complete financial report will be in the January issue of *Notes*.

Again our most heartfelt thanks to each and every one of you loyal supporters.

Most Sincerely,

Margaret Ratcliffe, Chairman
Carolyn Benson, Co-Chairman
Ann Morse, Co-Chairman

ADMISSIONS NOTICE

The school is now receiving applications for admission for the fall of 1961. If you know families who may be interested in having their children apply to us, please urge them to call Mrs. Robert Foote (Upper School) or Mrs. Talcott Griswold (Middle and Lower Schools) for information about procedures and testing dates.

CHRISTMAS MUSIC

Departing from its custom of recent years, the High School Chorus will present on December 16, at 10:30, a major part of the *Magnificat* of J. S. Bach. Its text is the response of Mary, as found in the Gospel according to St. Luke, to the announcement by the angel Gabriel of her high favor with God and of the coming birth of Jesus. Although not heard as often as the *Messiah* of Handel, this work is one of the finest in the literature as an example both of the tremendous skill of the composer and of his ability to reveal powerfully in his music in this case the wonder and exaltation in Mary's heart.

Nine of the twelve sections of the *Magnificat,* some for five-part chorus and others for small ensembles of vocalists and instrumentalists, will be included in the performance. Those involved as soloists are Liz Ames, Candy Dern, Helen Geraghty, Ondre Huston, Panny Mitchell, Mary June Newman, Rita Montgomery, Sue Shapiro, John Eastman, Mr. Stuart and Mr. and Mrs. Allison.

The *Magnificat* is an ambitious undertaking for any group. The members of the High School Chorus have responded to the challenge and I expect them to do well. Because I believe that the performance will be a stimulating and rewarding experience for all concerned, I hope that parents and friends will make an effort to attend.

As usual there will be many opportunities to hear music during the Christmas Week. The A Cappella will repeat its presentation of Benjamin Britten's *A Ceremony of Carols* on December 13; and on December 14 the Art Department will create Tableaux for which the A Capella and Ensemble will provide an appropriate musical setting. Because Christmas falls on a Sunday this year, Wednesday, the 21st, will be the final day of school before the vacation and hence the day of the Christmas play, at which time there will be music performed by the Middle and Lower School as well as by the High School.

Vincent B. Allison, Jr.

CALENDAR

December 13 A Cappella Program — Auditorium.....10:30 A.M.

December 14 Christmas Tableaux — Auditorium.....10:30 A.M.

December 16 Christmas Music — Auditorium.....10:30 A.M.
Basketball, Luther South — Here — Boys' Gym

December 19 Christmas Reading — Auditorium.....10:30 A.M.
(Mr. Perry Dunlap Smith)

December 20 Santa Claus Party — Boys' Gym.....10:30 A.M.

December 21 Christmas Play — Auditorium.....4:00 P.M.

December 22 — January 3, inclusive — Christmas Holiday

December 31 Alumni Luncheon — Lunchroom.....12:30 P.M.
Tour of Buildings at 11:00 A.M.

January 4 School re-opens .....8:25 A.M.

January 6 Basketball, Francis Parker — There.....3:30 P.M.

January 9 Educational Lecture Series — Auditorium.....10:30 A.M.
"Science in a Growing Society" — Dr. William C. Davidon

January 10 Basketball, Timothy Christian — Here.....4:00 P.M.

January 13 Basketball, North Park — There.....6:30 P.M.

January 14 College Entrance Board Examinations — Study Hall..8:30 A.M.
(Scholastic Aptitude Test, only)

January 17 Basketball, Morgan Park — Here.....4:00 P.M.

January 20 Basketball, University High, — Here.....4:00 P.M.

January 21 Middle School Square Dance — Girls' Gym...7:30 — 9:30 P.M.

January 23 — 26, inclusive — Upper School Examinations

January 27 Upper School Holiday

January 28 Basketball, Timothy Christian — There.....6:30 P.M.

January 30 Educational Lecture Series — Auditorium.....10:30 A.M.
"The Sound of Jazz" — Art Hodes

The North Shore Country Day School Winnetka

notes

January — February, 1961 — Vol. XXII, No. 4

ART AS A DISCIPLINE

Late one afternoon last December, while in the midst of working on the tableaux, one of the students drew me to the door to call my attention to a very beautiful sunset that was occurring outside. In the sky were streaks of vivid aqua blue changing smoothly into lavender, then into purple, and all contrasting strikingly with the black patterned overlay of angular tree branches. To the scientist the scene might have represented a certain category of atmospheric pressure; to the practical person, merely the pleasant prospect of clear weather for the evening. To the visual artist, or to that aspect in each of us that responds to visual order, however, such a combination of colors and shapes might have been and was found to be intrinsically satisfying. Most of us respond to visual order when faced with its more spectacular forms, but often find our judgments and responses weak and insensitive to the rest of the visual world around us.

Yet today the demand for a high degree of sensitivity to abstract formal visual qualities is very great, probably greater than ever before, for man today lives largely in an environment of his own making. Great urban areas of commercial, industrial, and residential structures stand invaded by masses of transportation vehicles and filled with an infinity of smaller mass produced objects. We see little of the traditional easel painting, in contrast to great quantities of the graphic art of commercial printing and the images of photography and films. This man-made environment needs to be formed by the refined sensibilities of the artist and used by a visually sensitive and selective public. The development of such artists and such a public rests, it would seem, to a large extent upon the art programs of the schools. Therefore, if art can be thought of as one of the disciplines in the school curriculum, that is, an area of human experience and endeavor to be systematically explored by the student, the problem of visual order and the intensifying and refining of the student's sensitivity to it should form one of the art program's basic goals.

Steps toward this goal are:

1. the discipline of visual exploration
2. the discipline of visual organization
3. the discipline of visual communication
4. the discipline of technical proficiency
5. the discipline of art appreciation

Through the discipline of visual exploration the student should be brought to the habit of exploring tools and materials for their visual possibilities and in this way become more conscious of the various qualities of the visual elements. However, to explore and experiment with art materials does not mean aimlessly to "make a mess." It means actively to enlist, observe, and respond to the effects of randomness, chance, intuition, reason. To involve the student in such productive experimentation usually requires a clear definition of goals, step by step guidance, and, surprisingly, at times, a great deal of urging. Too often is the student willing to settle for one familiar way of handling, say, the linoleum block and the traditional tools used to cut it. The student must learn to ask and to find answers to such questions as, "What are the visual possibilities of the material? How thin, or thick, or ragged can lines be made? How soft, or rough, or bold a texture can be achieved? How intricate a shape? What are the effects of the shapes of the gouges? The movements of cutting? What effects would unconventional tools, such as the drill, or rough sandpaper, or a kitchen scraper, have on the block?"

After exploring the visual elements and the individual effects of materials, one next explores the organization of parts to create total effect. To realize that one's favorite color can be displeasing, or that a disliked color can be attractive, depending upon the setting in which it is placed, is to begin to appreciate the power and importance of sensitive visual relationships rather than that of "isolated" visual qualities. Projects concerned with the discipline of visual organization should help the student explore such ideas as parsimony, positive and negative space, variety and unity, symmetrical and nonsymmetrical balance, etc. Sometimes these ideas are studied as such, and sometimes they are "built into" projects having another emphasis, such as personal expression or technique. In all cases, however, the approach should be that these are ideas to be explored rather than absolutes to be achieved, and that these ideas should be related to the student's needs, interests, and level of understanding.

Perhaps the description in some detail of a project in visual organization which explores the idea of unity-variety will give a better idea of the many aspects of judgment, expression, and technique involved. The project begins

by asking the student to develop a drawing of a strong, clear, distinct, abstract shape, based possibly on a geometric shape or on the simplified essential shape of an object. During this activity the student usually must be brought to see the ambiguity of most shapes that he draws or sees and the importance of refining corners out of curves, of clarifying proportions so that the character of the shape is most forcefully presented. The next step is to develop variations of size, texture, proportions, etc., of this shape, with each variation drawn on a separate sheet of tracing paper. In this way a whole "family" of variations can be made without losing the distinctiveness of the original shape. These variations are then shifted over each other until an interesting and unusual design is achieved as seen through the layers of tracing paper. The design is traced to a piece of stiff drawing board and then painted in. The student is usually limited to any combination of one color, black, and white so that he can discover the variety that can be achieved within limited means. It is at this point that skill in painting smooth, opaque surfaces with precise edges becomes a conscious goal. Through watching demonstrations and receiving criticism on his own performance, the student gradually comes to understand the proper consistency of paint for his purpose, a more controlled method of handling the brush, and some of the more subtle color mixtures and combinations.

The discipline of visual communication may be defined as the activity of developing an idea, of finding a way to express it, of taking a point of view, or of making a personal interpretation. In such an activity the first question that presents itself is: "What shall be communicated? Shall it be a *scene* such as the place you go to get away from the family, or a strange, 'cool' landscape? An *activity* such as skiing or riding? *Feelings* or *ideas* associated with music played on the phonograph, or associated with poetry read aloud, or associated with words such as 'Jazz,' 'Hollywood'? Shall it be *people,* that is particular people, particular aspects of people, types of people such as the athlete, the politician, etc.? Shall subject matter having contradictory qualities such as the grotesque valentine, the great student, college, the city, adults?"

Along with the question of content comes the question of form. "Should the objects be distorted? To what purpose? Should multiple imagery be used, such as the photograph of the city cut into the shape of a sardine can? Does this color, this weight of line, this realism contribute to the idea or does it detract from it? What combination of colors or images can give more levels of meaning or impact to the idea? How can form and content in this poster, painting, or tableau be made one?" In other words, in that area of the art program emphasizing the discipline of visual communication the student should be asked to explore the relationship of form and content.

Now the student is ready to work and now the need for technical proficiency is obvious. There is certainly nothing unimportant about being able to brush on an even watercolor wash, to cut a silkscreen stencil, or to pencil a delicate outline. However, the student should be brought to see that the definition of what is technically proficient can be determined only by considering the effects desired, and so, at times the student may have to invent or develop very unorthodox proficiencies. Proficiency in drawing lines expressing movement is a different but as equally valid a proficiency as that of skill in drawing lines expressing details. For this reason a technical discipline is taught in direct connection with an artistic purpose. Obviously, stretching watercolor paper on a drawing board is taught only when a watercolor painting is to be made.

Finally, for the student, there can be a reciprocal relationship between participation in the artistic process and the appreciation of the art work of others. One's sense of design can be sharpened by much looking and comparing of the visual organization and expression of the art of the past and of the present. Certainly the professional artist often uses the artistic efforts of others as major inspirations. The renaissance artists felt a great affinity for the way the Greeks and Romans saw and interpreted life and so used the art of antiquity as the basis for their own interpretations. The student who struggles to follow the rules of perspective often comes to the realization of how arbitrary and limiting in color, shape, and design it is. The student who tries to make an abstraction a la the New York abstract expressionists soon finds that there are no automatic guides such as the shape and color of a subject, but just his own judgment for developing the design of the painting, and so comes to understand something of why these artists consider their work to be so personal. In other words, by having the student relate his art with that of others, and by having him compare or describe the visual qualities of great works of art, we can bring him to a greater visual sensitivity.

The actual projects in this discipline of the training of the senses, vary, of course, with the level of development of the student. This discussion has dealt primarily with problems as presented on the high school level. However, since the discipline of the aesthetic experience is intrinsically satisfying and since our urban world demands a more visually sensitive and confident adult, at The North Shore Country Day School we feel that throughout his schooling, from kindergarten through college, the student should be trained in the exercise of his visual judgment.

RICHARD BRAUER

EDUCATIONAL LECTURE SERIES

Robert Kelly, naturalist, educator and lecturer, will present a film-talk at 10:30 a.m. Monday, February 27, at the School. Kelly's appearance is one in the Educational Lecture Series, sponsored by the Association.

The film-talk, "The World in a Marsh," is a close-up of flower and animal life in this area. The talk also includes information on conservation. Kelly, senior naturalist with the Forest Preserve District of Cook County, will direct a question and answer period following the film showing.

SEAMSTRESSES NEEDED!

The opera is coming and mothers are needed to help with the costumes. Please call Mrs. Charles Newman, CR 2-6130 if you are able to help with this project. She needs several competent machine operators.

COUNTRY FAIR 1960

Department	Gross	Expense	Net
Jr. and Sr. Kindergarten — Book Stall	$ 200.00	—	$ 200.00
1st, 2nd, and 3rd Grades — Children's Activities	1,257.51	$ 248.31	1,009.20
4th Grade — Frozen Foods and Gourmet Corner	449.10	—	449.10
5th Grade — Harvest Booth	213.55	69.05	144.50
6th and 8th Grades — Hand Mades	1,030.29	558.30	471.99
7th Grade — Treasures and Trifles	948.04	36.70	911.34
8th Grade — Knitting	409.50	20.34	389.16
9th Grade — Seeds and Weeds	261.27	48.30	212.97
10th Grade — Bakery	241.57	37.27	204.30
11th Grade — Christmas Boutique	766.33	375.45	390.88
12th Grade — Food Day of Sale	383.18	234.90	148.28
Florence Gunnerson Perfume	373.85	254.98	118.87
Rocks	114.00	—	114.00
Chances	438.00	12.50	425.50
Auction	5,085.00	1,491.45	3,593.55
World Book	15.00	—	15.00
Kick-off Party	1,394.00	45.20	1,348.80
Administration Costs		898.44	898.44
Net Profit, Dec. 26, 1960	$13,580.19	$4,331.19	$9,249.00

The Country Fair Board voted to give $9,000.00 to the Building and Development Fund.

Mary B. Flynn, Treasurer

WASHINGTON'S BIRTHDAY SKI TRIP

Over the Washington's Birthday holiday a group of students will travel to northern Michigan on a school-sponsored ski trip, chaperoned by members of the faculty. The participating students have agreed to observe certain regulations involving health, safety, and courtesy.

We understand that other students will be traveling independently to the same area. We urge their parents to discuss similar guidelines with them and to urge that they follow them.

We hope that parents will understand which trip their child is taking and realize that the school chaperons cannot be expected to assume responsibility for students who are not members of the school-sponsored trip. Copies of the regulations governing the latter trip are available in the school office.

NATHANIEL S. FRENCH
Headmaster

CALENDAR

February 3	Basketball — Wheaton Academy — There	6:30 P.M.
February 7	Basketball — Elgin Academy — Here	4:00 P.M.
February 9	Winnetka Community Music Center Concert Auditorium	10.30 A.M.
February 10	Basketball — Latin — There	4:00 P.M.
February 11	Basketball — Luther North — There	6:30 P.M.
February 17	Basketball — Glenwood — Here	6:30 P.M.
February 18	Admissions Testing — Middle School	8:45 A.M.
February 21	Upper School Classes will be dismissed at for Washington's Birthday Holiday (Regular day for Lower and Middle Schools)	2:00 P.M.
February 23-24	Private League Tournament — Walther Luther	
February 27	Monday — School Reopens	8:25 A.M.
	Educational Lecture Series Robert Kelly, Naturalist, will speak on: "THE WORLD IN A MARSH" Auditorium	10:30 A.M.
March 3 and 4	Finals — Private League Tournament North Park College	

The North Shore Country Day School Winnetka

notes

March, 1961 — Vol. XXII, No. 5

THE SOFT AMERICAN AND THE NEED FOR ATHLETIC EMPHASIS

A few years ago a group of physicians administered a simple physical fitness test to a large sampling of American children. The results placed them far below a comparable group of European children. Our society is such that it offers very little opportunity for youngsters to get any physical exercise. They have few tasks at home, are easily entertained by the TV set, and if they live a few blocks from school, they must be transported by bus or automobile. When they reach driving age they must have their own automobiles. These automobiles not only prevent them from getting much needed exercise but also provide a type of adventure which is not always good. The excitement of these adventures does away with the need for excitement which can better be provided through athletics.

It is pretty well established that our easy life since World War II has produced a society of Americans who are soft physically and who see little need for being lean and hard. The American does not need physical fitness for his everyday work and he hopes that no emergency will ever arise when he will need this fitness. History presents many examples of civilizations succumbing to luxurious living and false security. Man's intellect provides the means for his comfortable life and the comfortable life destroys the drive for physical fitness. It appears to be man's nature to be physically lazy if the circumstances of his life will allow it. There is considerable evidence now in hand to indicate that the great American civilization is in jeopardy. Our Communist foes are counting on our physical softness as well as their scientific inventions to bring about an ultimate victory for them.

The drive to increase children's academic achievement in order that they may eventually be admitted to college may be adversely affecting physical fitness. Some educators, seeking greater emphasis upon teaching and learning, are usurping the time used for athletics and de-emphasizing its importance in the development of young people's lives. This provides the student with a good alibi for being physically lazy. He defends his laziness by saying that he must use sports time for studies or that he must rest so that he can study better. The fact that sports will offer him recreation which is good for his mental health is seldom suggested by the

educator. The mind as well as the muscle becomes fatigued and needs occasional changes or rest. The academic and athletic emphasis is kept well in balance at North Shore Country Day where ten of the male teachers coach the boys' teams and handle the daily games programs.

Some doctors and medical groups have not assisted the cause for physical fitness. They have misinterpreted the psychological and physiological values of athletics. This is quite evident in their recommendations on starting children in contact sports. The American Medical Association recently recommended that boys not start football until the ninth grade. A pediatrician's argument that "growing bones may be seriously harmed by strenuous activity" may be true, but it is equally true that growing bones and a boy's total makeup will be harmed much more if he never has any strenuous activity. It is much better to start a youngster playing football while in the fifth grade, when speed, which is the greatest factor causing injury, is not greatly developed. If he starts football in the ninth grade, because of his inexperience, he lacks both protective skill and confidence and may have fear of injury. He usually will believe that to be virile he must prove that he is unafraid. He begins to play beyond his ability to protect himself. He now has that factor of speed which causes the incidence of injury to rise. Our experience has been that the younger we start the children in contact sports, the safer it is for them. Also, with proper protective equipment and supervision, football at any age is safer than basketball and baseball.

Some doctors and educators have been rather severe in their criticism of Biddy basketball and football and Little League baseball. Their criticism has been aimed primarily, at the kind of supervision these programs use. This criticism is unfair, and particularly so when we recognize that the private groups which conduct these junior programs are just filling a gap which the schools refuse to recognize as their responsibility. In some elementary schools football has been discontinued by recommendation of the doctors of that area. These schools have thus created some other problems which they try not to recognize. Their children, no longer in a supervised athletic program, journey to the parks and streets to play football without equipment and with no regard for age, size, or ability. This type of sandlot football causes most of the severe injuries that arise in this game. A large number of children who have been discouraged from playing in athletic games seek their adventure down the street in the local stores. The storekeepers have to stand by the doors to keep them out, or, if they let them in, to intercept them on their way out to relieve them of the things they have slipped into their pockets. Here again we see evidence of the two professions, medical and educational, with their heads in the sand, impeding the physical fitness of the child, and in fact impeding his over-all development as a human being.

Winnetka has a wonderful program which is well supervised and which considers the development of the whole child. The elementary schools, private, paro-

chial, and public, recognize that an after-school sports program is their responsibility. They conduct a football program and, with the cooperation of the Community House and Park Service, conduct a baseball and basketball program. Its only apparent weakness is that all the schools, except North Shore Country Day, offer the program on a voluntary basis. North Shore Country Day goes a step further. It is the member of this cooperative group which requires that all of its boys participate in the after-school athletic program.

Americans must improve their physical fitness, and the most interesting and efficient way of achieving this is through an inter-scholastic athletic program. All schools should expand their sports programs to provide opportunities for many more boys to participate.

What do we expect to accomplish with our sports program?

We expect to prepare our boys to meet their future life's service with proper physical fitness, strengthened by other characteristics which can be gained by participation in athletics. We will improve their agility, strength, endurance and courage — all essential to the male personality. We want to impress them with the need for continued physical fitness and to acquaint them with the means of maintaining it in later life. We have no evidence that this preparation will lead to a longer life but it is certain to lead to a more comfortable one.

We want each boy to be prepared to meet emergencies in life. These emergencies may cause him to have to save his own life, the life of another, to defend himself, his loved ones, or his country.

We want to give our boys opportunities to practice thinking while under pressure. Inter-school athletics offers these opportunities in abundance.

We want to do our part in developing a proper moral code. The good sportmanship and discipline required in athletics assist this cause. One also learns to be a good loser and a gracious winner.

We want to help a boy develop greater strengths of loyalty and unselfishness. We want his loyalty to extend to his team, his school, his family, and his country. It should not be old fashioned to be patriotic. We want him to know what his rights and privileges are, but at the same time to be conscious that they extend to others as well as himself.

We want to impress upon him the need for determination and effort in his search for improvement. He must learn that he must not cease to try even though a task may appear to be hopeless. As a team member, in which he represents our student body, he must always do the best that his ability will allow. He must practice the rules of good conduct.

We want to prepare our boys to protect themselves from accidents which can occur in any type of physical activity. This skill can be developed to a much greater

degree if the children start sports, and particularly contact sports, at a very early age.

We want to provide our boys with activities which are interesting, challenging, and which will provide a physical excitement outlet. If we do our work well enough, the mentally healthy boy will easily see that the value of participating in athletics far outweighs the adventure of mischief, skylarking in his automobile, or just wasting time with a steady girl friend.

Moral, mental and physical fitness go together. There is nothing better in our society to develop strength in all of these than a good athletic program.

How will the new gymnasium help our physical education program?

It frees the former boys' gymnasium for use by the girls. The girls' groups have been crowded and the basketball teams have had very little chance to practice on the floor where their games are played.

The area for boys' basketball has been increased. The Frosh-Soph, Varsity and Intra-mural groups will now be able to practice at the same time. The teams will also have a regulation size court to practice on, thus making things more favorable when they play away from home. Visiting teams and officials will enjoy our enlarged locker and gymnasium facilities.

The spectator space has been greatly enlarged. The new fluorescent lighting system is unequaled in any gymnasium in our league. The playing floor of hard maple set down on rubber mastic and cork is very attractive and easy to run on.

The new basement rooms provide areas for many activities. The large room, which is sixty feet by eighty feet, will be called our game room. In it we can play volleyball, dodgeball, handball, do tumbling and gymnastics, and do preliminary drills for tennis and baseball. We also believe this room will be an excellent one for school parties and other functions. The smaller room, which is twenty-four feet by twenty feet, will be our body building and wrestling room. We will have our pulley weights, stall bars, hand ladder, and barbells installed here. The game room is also lighted with fluorescent lights.

The locker-shower-laundry area is well lighted, attractively decorated, and arranged for service efficiency. Each boy will have a large individual locker which he may lock if he chooses. We will also have a training room where we will set up our first aid and therapy equipment. We have a large storage room in the basement with easy access to the locker room.

The portico leads to a lobby which contains a trophy case. This trophy case was contributed by the Girls' Athletic Association. The balcony, which extends the full length of the gym on its west side, will serve as a lobby from which one may watch the games in progress. Doors leading to men's and women's lavatories are situated on the balcony.

The coaches' office and locker rooms are large and attractive. It will be a luxurious area for our ten teacher coaches and the game referees. East of this area is a store room for equipment used most often on the main gym floor.

The attractiveness of this total building with its large areas for activities should provide great incentive to our students to participate in them. The coaches will find much better conditions for working and teaching.

We are very grateful to those who sacrificed so much that we could have this fine building. We are determined that the goals we seek in the development of young men will be equal to the majesty of this structure.

M. J. McCarty

OPERA

The merry tangle of a princess's love for a lowly musician in the mythical kingdom of Barataria will be presented in Opera form when the high schoolers enact "The Gondoliers" this month.

The Gilbert and Sullivan comedy, involving the work of all the freshmen, sophomores, juniors, and seniors, either on stage or behind the scenes, will be performed at 2:15 p.m. Thursday, March 23, and at 8:15 p.m. on both Friday and Saturday, March 24 and 25.

Already students, their faculty advisors, and parents are busy with hammer and saw, paint brushes, account sheets, cameras, and make-up, arranging for the building and painting of the scenery, the business end of the affair, and publicity and costuming. Those who will be on stage, of course, are practising their roles. All omens point to success. We hope you will purchase your tickets early.

G.A.A. CARNIVAL

Each year the Girls' Athletic Association plans an activity in order to raise money for some project. The whole membership decides for what purpose they want the money raised. This year the G.A.A. has decided to give landscaping to the school. The landscaping includes trees and ivy for the walls of the High School.

Last year, after raising the substantial sum of $500.00 through bake sales and a carnival, the membership gave a large trophy case for the foyer of the new gymnasium. We feel that this is an ideal gift which now serves as a show case for the athletic achievements of North Shore Country Day.

In order to get enough money to fulfill our landscaping goal, this year we are planning a carnival on Saturday, April 22nd. We had a similar carnival last year which was extremely successful. It will begin at 10:00 a.m. and end at 4:00 p.m. on April 22nd. There will be many prizes and booths. Food will be served throughout the day.

Judy Burdick

EDUCATIONAL LECTURE SERIES

M. Jean Beliard, Consul General of France, will talk on "France's Foreign Policy" at 10:30 a.m. Tuesday, March 28, in the auditorium. The program is one in the Educational Lecture Series. We hope you can attend. **Please note change in date.**

CALENDAR

March 8	Social Standards Committee Meeting Dunlap Committee Room	8:00 P.M.
March 18	College Entrance Examination Boards (Scholastic Aptitude and Achievement Tests) New Trier High School	8:30 A.M.
	Upper School Dance	8:30-11:30 P.M.
	Middle School Square Dance	7:30-9:00 P.M.
March 23	Opera Matinee — Auditorium	2:15 P.M.
March 24	Opera — Auditorium	8:15 P.M.
March 25	Opera — Auditorium	8:15 P.M.
March 27	Converse College Choir — Auditorium	1:20 P.M.
March 28	Educational Lecture Series M. Jean Beliard, Consul General of France "FRANCE'S FOREIGN POLICY" — Auditorium	10:30 A.M.
March 29	Wednesday — Dismissal Time for Spring Vacation	2:00 P.M.
April 12	Wednesday — School opens	8:25 A.M.
April 13	Winnetka Community Music Center Concert — Auditorium	10:30 A.M.
	Baseball — North Park — There	3:30 P.M.
April 17	Baseball — Luther North — Here	3:30 P.M.
April 20	Baseball — Francis Parker — Here	3:30 P.M.
April 22	CARNIVAL — sponsored by Girls' Athletic Association	10:00 A.M.-4:00 P.M.
April 24	Educational Lecture Series BEREA COLLEGE FOLK DANCERS—Auditorium	10:30 A.M.
	Baseball — Latin School — Here	3:30 P.M.
April 26	Baseball — Lake Forest — There	3:30 P.M.
April 29	Middle School Square Dance	7:30-9:00 P.M.
May 1	Baseball — North Park — Here	4:00 P.M.
May 4	Baseball — Luther North — Here	4:00 P.M.
May 5	MAY DAY	
	Baseball — Racine Lutheran — There	3:30 P.M.
May 6	Upper School Dance	8:30-11:30 P.M.

The North Shore Country Day School Winnetka

notes

April - May, 1961 — Vol. XXII, No. 6

DISCOVERY AND LOGIC IN MATHEMATICS

Mathematics as an intellectual discipline is currently one of the most exciting and rapidly expanding fields of scientific research. Every phase of our lives and of the environment conditioning and controlling these lives is being subjected to mathematical analysis, expression, and projection. Understanding our complex society is an important goal of mathematics, which furnishes a means of communication among all members of this society who are interested in the progress of scientific endeavor. Yet, unfortunately, there are many who turn from it in horror. This group claims that it is as forbidding as outer space and is equally unintelligible to the "normal" mind.

I believe that these and other querulous comments stem from early frustration or prolonged boredom from mechanical learning by rote. Mathematics is not an impregnable intellectual fortress. Recent educational breakthroughs have demonstrated this fact vividly. One of these advances re-employs in a deceptively effective manner the intellectual stimulus of discovery. If discovery served as the Holy Grail for past genius, why should it not again serve succeeding generations, even though each forward step is new only to the individual mind taking that step? Since this thought in itself is not educationally new, it is not surprising to find that the *means* with which it is employed constitute what is striking in the many new courses in mathematics being created today. Several examples from the University of Illinois Committee on School Mathematics should serve to illustrate.

Let us suppose that we are asked the question, "What is the sum of the first sixty odd numbers?" This appears to involve a long arithmetic computation. However, if we turn our attention to the initial members of this set of numbers, perhaps some clue to a quick solution to the problem will become evident.

1 plus 3 equals 4. The sum of the first two odd numbers is 4.

$1 + 3 + 5 = 9$. The sum of the first three odd numbers is 9.

$1 + 3 + 5 + 7 = 16$. The sum of the first four odd numbers is 16.

Do you see a method for getting the sum of the first sixty odd numbers? Many ways could be used to introduce such a problem in a class. Invariably excitement

runs high as invidual members suddenly become aware of the short method to compute the answer. If you do not see it yet, try adding the first five numbers, the first six, etc., until you succeed.

This problem is not of concern in beginning algebra, but it illustrates very nicely the discovery technique used repeatedly throughout the text. Not only is the discovery of the above numerical relationship satisfying, but it also raises in the successful mind the curiosity to seek further such relationships. A well designed course, then, will lead the student logically to the next concept. In this first example it could be another numerical relationship, such as the sum of X number of even numbers, or eventually a verbal awareness of the inductive reasoning by which the solution is accomplished. The latter comprises a higher intellectual objective of mathematics, an objective that has been extremely important almost from the beginning of computation, but which has often been ignored for beginning students. It is by inductive reasoning that we arrive at the solution of 3600 to this first example problem. Let us look at another example, this time taken directly from the freshman algebra text.

The student is told that alegbra is based on a mere handful of basic, but highly important principles. He is asked to accept these principles, again by discovering them for himself. In this example the student is undoubtedly aware of the principle from earlier work in arithmetic but is usually surprised by the form of presentation. He is asked simply to fill out this cross multiplication table as rapidly as possible.

— — multiplied by this number:

This number - -	13	¾	2	202½
202½		151.875	405	4556.25
¾	9¾		½	
13	169		26	2632.50
2				

In a larger table than this simple example it usually doesn't take the student long to learn that he has very little computing to do. Questions bring out the fact that 202½ x 13 gives the same answer as 13 x 202½. In fact the student will state that this is true for all numbers. As in the first example cited in these notes, the goal here is not just the commutative principle, but first its generalization in terms of pronumerals,

$\forall x \forall y\ x \cdot y = y \cdot x$ (Read $\forall x \forall y$ as, "For each real number, x, and for each real number, y - - -"),

and then its use, along with some of the other basic principles, in formal logic (deductive reasoning) to prove such problems as,

$\forall x\ \forall y\ x(2) + y(3) + (y - 2x)2 = 5y - 2x$. Thus we use the commutative and other basic principles to prove the above expression to be true for all real numbers. This aspect is emphasized in contrast to the mere simplification of the algebraic expression, '$x(2) + y(3) + (y - 2x)2$'. Thus, using these principles we can solve an infinite number of equations, but for each and every one of these that are solvable there is again an infinite number of expressions which do not yield to such analysis. Awareness and correspondingly improved perspective of this aspect of the structure of mathematics is therefore obtained by attempting to apply the method of proof to a wide variety of problems. Furthermore, when we realize that the basic principles employed here collectively apply only to a limited field, viz., to only two of the 38 number systems presently used, it is fundamental that method be stressed in preference to immediate result. The importance of such training in preparation for college mathematics cannot be over-emphasized. Nevertheless, however desirable and necessary it may be to develop new mathematicians, this is not the primary purpose of our use at North Shore Country Day School of such new materials as the UICSM texts. Our goal for all students is to instill — through successful discovery and method awareness — an appreciation and respect for the power of reason.

Stephen S. Ober

MAY DAY, 1961

May Day this year will be on May 5th. The celebration will take place on the quadrangle between the Lower and Middle Schools and the Auditorium.

The May Day Morning Exercise will be given by the Sixth Grade and will begin at 10:30.

Following the play there will be a procession of students to the quadrangle, where the May Queen will be crowned. The Queen and her attendants will be honored by dances and songs. Following the celebration the whole school will picnic on the green. Picnic lunches are to be brought from home, and parents and their friends are invited to join the students. Since the whole school picnics by grades and not by families, it is advisable to have each child's lunch packed separately. Parents may eat their lunch with whichever grade they prefer. Milk and ice cream bars are served by the school. Coffee will be available for all parents who wish it.

In case of inclement weather, the May Queen will be crowned in the Girls' Gym.

Middle and Upper School boys usually wear white trousers and white shirts. All the girls wear light summer dresses. Any color is acceptable. All chidren should bring sweaters in case the weather is chilly.

K. Laudau

EDUCATIONAL LECTURE SERIES

Mrs. Elizabeth Ayres Kidd, teacher and lecturer, will talk on "Folk Music and Musical Instruments" at 10:30 A.M. Monday, May 15, in the Auditorium. The program is the last one in the Educational Lecture Series. We hope you can attend.

KINGS POINT GLEE CLUB CONCERT

The Kings Point Glee Club of the United States Merchant Marine Academy will present a concert in the School Auditorium at 8:30 P.M. on Tuesday, May 23, under the direction of George V. Rose. The Glee Club will present a selection of serious music, sea ballads, spirituals, and novelty numbers. This concert is open to the public. School families will be especially welcome to attend.

CALENDAR

(Since a separate Spring Sports Schedule has been mailed to all families in the School, the athletic events included in it are not re-listed here.)

May 5	MAY DAY — Auditorium ..... 10:30 A.M.
May 6	Upper School Dance ..... 8:30 — 11:30 P.M.
May 8	Girls' Athletic Association Banquet — Lunchroom .... 6:30 P.M.
May 12	Morning Exercise — The Fine Arts Quartette — Auditorium ..... 10:30 A.M.
May 15	Educational Lecture Series Mrs. Elizabeth Ayres Kidd, Teacher and Lecturer "FOLK MUSIC AND MUSICAL INSTRUMENTS" — Auditorium ..... 10:30 A.M.
May 20	College Entrance Examination Boards — Here — Study Hall (Scholastic Aptitude and Achievement Tests) 8:30 A.M.
May 23	Kings Point Glee Club Concert — Auditorium ..... 8:30 P.M.
May 26	Senior Play — Auditorium ..... 8:30 P.M.
May 30	Memorial Day Holiday
June 7, 8, 9 — 12, 13	Upper School Examinations
June 9	Lower School Closing Exercises

The North Shore Country Day School LIVE AND SERVE Winnetka

notes and news

June, 1961 — Vol. XXII, No. 7

IN SEARCH OF INDIVIDUALITY

No objective in the education of children is more appealing than that of the attempt to develop in each individual his own peculiar value. At the very core of our culture lies this respect for the dignity of the individual, too often more romantic than realistic in statement, but nonetheless a basic tenet of much of our thought. To foster individuality one must honor the differences which appear in ability and in preferences, must applaud initiative whenever it appears, cast doubt on conformity to the standards of the middle ground. We must teach children to cherish the thought that their own best reaches beyond the commonplace; that it is most often found at the end of a lonely path.

It is easier to honor this goal than to live with its requirements. The newborn child must be trained to live with the facts of every-day existence. He is essentially an egocentric individualist who, in his own interest, must be trained to accept a place in a social structure. At home there are things which may not be broken to satisfy a childish curiosity, and times when the play pen restricts freedom of movement to allow mother to clean or to cook. There are bright and shiny objects which belong to a brother or sister and may not be chewed. And so as adults we restrict the individual impulse in favor of the social organization. And we reward with our approval the generous gestures, the passing of food, the sharing of toys, the giving to others — all admirable and necessary to family harmony.

Once school begins, the youngster faces an even greater demand for suppression of personal whims which do not fit easily with the program designed for the group. Many long hours are spent under the watchful eye of an all-powerful woman who insists that there is no such word as "kat," is not always amused that you get under a "hat" and into a "hut." You learn as a child to work for her smile, to avoid those things which cause her to frown, and thereby gradually develop a sense of what is "right" and what is "wrong." You find the teacher is aware of dirty hands at meal time, wants you to put on some sort of protective clothing when you paint, expects you to look her in the eye when you shake hands, talks with mother about your "progress," and if you listen carefully you may hear that you are now "mature" enough to give Johnny the tricycle just when you want it most. And so it goes from day to day, with the preponderance of the school's energies going to the teaching of acceptable forms in spelling or writing, to protection of property and the forms of social intercourse, to the sharing of wealth with one's playmates.

Of course this is the twentieth century version of a world Rousseau decried with his plaintive "Man is born free, yet in every way he is in chains." But it is not my purpose to join Rousseau; I am quite willing to admit the benefits of a social organization which requires some restraint of individual impulse and rewards the giving of oneself to the interest of others, and I should hope that both the restraint and the altruism will spring more from a moral sense than from practical

considerations. Is it necessary to suppress individual nature to develop a moral, social organization? Is there an essential conflict between "oneness" and "togetherness?" Is it inevitable that the highly individualistic artist behave badly as a social being?

Certainly not. At the same time we are training children to live and work in an interdependent society we can and should be nurturing every bit of creative individualism that circumstances allow. Within the normal demands of a school program there is room for many experiences which foster the sense of individual worth, which say to a child, "The world has an abiding respect for you and for the things you can do." Even in the dullest of recitation classrooms a teacher may honor the particular talent which ferrets out and explains an additional thought about the assignment given the class, and the teacher who cares about individuals will find innumerable ways to escape the lockstep of group assignments in favor of greater opportunity for the child to explore on his own. Needless to say, there is considerable difference between the freedom to choose when writing a poem and the limits on choice imposed by the nature of arthimetic, but more often than not, the attitudes of the adults will be more significant than will be considerations of subject matter demands.

There is a fairly commonly held view of the relationship between adults and children which has been labelled the Jug and Mug Theory of Education. This school of thought holds that in the jug is the substance of life ever-ready to be poured into the mugs. The jug, whether parent or teacher, finds the mugs always open at the top and ready for filling, and at the end of the lesson it is possible to tip the mugs a little to see whether or not they have been sufficiently filled. A child treated as a receptacle is likely to behave like one, and we should expect its learning to be useful only when joggled by some external demand. This will do for some sorts of training, but it will not build thoughtful people capable of the spontaneous action which characterizes individual endeavor. If we want enterprising children, we must honor and respect their enterprise; we must teach them in a manner which elicits from them an active participation.

Perhaps this thought can be made clear by comparison of two approaches to a given body of material. For example, one can outline the antecedents of the War of 1812, explaining the Napoleonic Wars and the struggle of the English to prevent the collapse of Europe, describing the trade interests of the United States and then relate the events to one another in such a way as to show a cause and effect relationship. Teaching in this manner assures the student of the benefit of more mature minds and an analysis which is historically respectable, and it may be done at such a level of intensive work as to be commendable both in scope and depth. Because the teaching has dealt with analysis of causes and an observation of their effects, one may be sure that the elements of historical thought have been covered. One does not know which, if any, among the students has indulged in historical thought, however. There is in the above example no demand which could not be satisfied with rote memorization, and for many of the students there is a chance of good success without the kind of learning which would be of help to them in understanding another war in another time. In other words, one might go through this exercise as an honor student and be no better a historian.

By contrast the same material might be approached in such a manner as to require original analysis and a synthesis which relates cause to effect in reasonable manner. The teacher's problem is to find a way in which the student may be led to an investigation which cannot be resolved by simple memorization of the text, to outline a procedure for study which will enhance both the knowledge of history

and the student as an individual whose thought warrants respect. The period of international stress preceding the war might be limited for purposes of this exercise to a decade and the class given a choice of one of the following problems. For instance: (a) Given omnipotence for one act, suggest the least destructive step you might have taken to avert the war; or, (b) Put yourself in Madison's place and assume that you had secret knowledge of Waterloo as early as 1809, how would your course of action have been different from that which Madison took? or, (c) Would it have been possible for an Anglophile with control of a substantial section of the press to have swung the government to make war on France instead of England? It will be clear in such an assignment that no teacher can judge the quality of the work done except in terms of the degree to which the student has taken into account the facts which describe the period and in terms of the reasonableness of his thought, and equally clear that the best hypothesis will come from the most knowing and the most imaginative student. Further, such an approach as this should develop individual power without sacrificing the conventions which control spelling, punctuation, paragraph structure.

The problems which a family faces in developing individuality are not so very different from those which beset the school. At home they expect to instill habits of orderliness and cleanliness, attitudes of respect for others and a willingness to care for property, and the many more habits and attitudes and beliefs which are the foundation of a particular family structure.

Here is a vast field in which social standards must take precedence over the whims of the individual, and here again the success of a family hinges on the degree to which its members build a bond of common understanding and agreement. Superficially this may seem to be in contradiction to a climate which honors and fosters the individual, but it may, in fact, provide the strength of which individual action is born.

For instance, the adolescent boy or girl has a peculiar talent for discovering the oppressive nature of parental restrictions, and the most favored element in this eternal argument is the tenet, fiercely held by any normal twelve to seventeen year old, that no other is so put upon by restraint. Since this is an argument no parent can win, it provides good material for discussion of ways and means of family decision-making and is an obvious opportunity to stress the value of individual strength.

Perhaps the most fundamental fact of family discussions is the simple truth that we live in times of changing values and relative judgments. This will mean different things in different families, but children take home the confusions of others as well as their own — thus feeding grist to the mill from which will be ground much of what they are to become as individuals. These discussions become the soil from which grow new ideas and eventually the commitments which define one man as different from another.

No one family will enjoy all of the discussions inherent in growing up in the 1960's, but a few examples will demonstrate the wealth of the opportunity. Can you believe in democracy and conceive of a benevolent dictatorship? Why is it wrong for the eighth grade girls to wear lipstick? Can we afford the luxury of abhorrence of an aggressive war while Castro rules in Cuba? Was it fair to appoint the two captains who chose sides this afternoon? Can you justify a "white lie" when the motives prompting it are justifiable? Is it fair that we should lose a game so that everybody may play? And on and on from day to day, some questions important, some trivial, but all allowing a chance for a student to clarify his thinking and thus to find out where he stands as an individual with a mind of his own.

As a part of our heritage we are likely to admire the man or woman who takes a position and stands as an individual, alone if need be, in defense of convictions. Our society recognizes in law the basic dignity of honest opinion. There are few people in the world who do more than Americans to foster a pride in this virtue, but in this instance enough is not enough. We can and should do more to help our children keep individual enterprise and conviction high on their lists of life's goals.

NATHANIEL S. FRENCH

GOOD NEWS FOR ALL!

Treasure Chest will take place!

As this is its ninth year, we of the board feel that the parents deserve a well-earned change, so a party to relax and enjoy ourselves is scheduled for Friday the 13th of October at Michigan Shores Club. Music, food, and grand prizes like vacations, weekends, jewels are in store. Do come, meet new parents, see old friends and classmates, and be a lucky winner on the 13th!

JOAN B. WEARY
Chairman

COLLEGE ADMISSIONS

College admission is an increasingly competitive affair. The Class of 1961 is to be congratulated on having earned acceptance in a representative group of colleges and universities.

Girls have been admitted to Radcliffe, Garland, Smith, Briarcliff, Culver-Stockton, Pine Manor, Bryn Mawr, Bradford, Mount Vernon, Chatham, Lake Forest, The University of Chicago, Sweet Briar, Northwestern, Vassar, Middlebury, William Smith, Lasell Junior, Centenary, Finch, Denison, Muskingum, Wellesley.

Boys have been admitted to Amherst, Williams, Yale, Harvard, Princeton, Duke, Bowdoin, Colorado School of Mines, Michigan College of Mining and Technology, Lafayette, St. Lawrence, Augustana, Ripon, Middlebury, Emporia, Univ. of the South, Tulane, Lewis and Clark, New Mexico Institute of Mining and Technology, Univ. of Virginia, Univ. of Pennsylvania, Gordonstoun, Scotland, and the Univ. of North Carolina.

MAY DAY

On behalf of the Sophomore girls and boys, as well as myself, I wish to extend my warmest thanks to all the faculty members and students for the valiant help they gave us on May Day.

Our very special thanks go to Mrs. Kern and Mrs. Newman, our kind and efficient costume chairmen, and to Mrs. Denson, who helped us decorate the throne, and to Mrs. Turner, who put the most beautiful artificial flowers at our disposal.

We were very fortunate to have such rich donations of flowers and are most grateful to everyone who helped to create such a festive spirit.

Our May Queen was Cindy Kern. She was accompanied by two Senior attendants, Cissy Burke and Mary Sperling. Her two Eighth Grade attendants were Gracie Dammann and Ellen Howe.

KARLA LANDAU

SCHOOL OPENS

Thursday, September 14th at 8:25 a.m.

The North Shore Country Day School Winnetka

notes

October, 1961, Vol. XXIII, No. 1

A SENSE OF ADVENTURE

Nowadays school begins in September with an air of anticipation and excitement; almost with an air of fortunate opportunity. Teachers and children return to the "job" with smiling faces and an expectation of happy and valuable exploration. The atmosphere is reminiscent of Tom Sawyer and Huck Finn as they pushed their raft out into a Mississippi current which both boys knew to have great power. As the river moved toward the next bend, they felt its irresistible attraction and they were bound away to discover what was hidden around the bend ahead. And adventure followed adventure as they were swept along by the current. Thus, the allure of the unkown leads one on to the reward of knowledge.

Preserving this sense of adventure is the teacher's most demanding job. Given this joy in unwrapping the gift of knowledge, we may be sure that children will take long strides ahead. The remaining task is to provide professional wisdom in guiding children into realms of more significant experience and away from preoccupation with the trivial.

Accuracy is always a problem when one attempts to look back in time, but it seems clear that our school was founded in an age when children accepted schooling but seldom welcomed it. Academicians had defined the curriculum in terms of a body of knowledge which supposed a logical progression from step to step with a share to be covered in each successive year. It was reasonable that a study of prehistoric man should precede the study of ancient history, and logical that medieval history should serve as a foundation for modern history. The logic may be sound, but thoughtful teachers began to admit to their thinking the observation that large percentages of their students seemed unimpressed with the logic; in fact, reacted with boredom to subject matter they considered dry as dust. And some observed that those students who became most interested outdistanced those classmates who were equal in ability but disinterested. To questions of curriculum was added discussion of the principles of interest and effort in learning, and a few experimental schools suggested that significant changes could be profitably made. Teaching method became a problem as important as teaching material.

It was at this point that the North Shore Country Day School was founded and quickly took its place among those schools dedicated to the task of continuing examination of course content and the development of teaching methods calculated to nurture in students a joy in learning, and a commitment to a life of active

participation as responsible men and women. Academic standards and subject matter content changed slowly but surely, and they changed with a watchful eye cast in the direction of efficient teaching.

During the past two years the faculty has devoted many hours to a thorough examination of the curriculum and this fall will complete a long and painstaking study. While it will be some time before we can assess the full impact of this work, there are some points which begin to come clear. Perhaps the most obvious is the fact that we lean heavily on research done in universities and on pilot projects developed in other schools. For instance, our physics course developed over several years out of work which began at the Massachusetts Institute of Technology under the leadership of Professor Zacharias and, with the support of many thousands of foundation dollars, became a nationwide study of what should go into a contemporary physics course and how this material might best be taught. We have been watching for several years the proposed revision of high school chemistry teaching coming from such diverse places as the University of California at Los Angeles, Earlham College in Indiana, Kenyon in Ohio, and Brown in Rhode Island. Revision of our own course begins this year with changes which have been suggested by university scientists and tried in pilot studies in secondary schools. While our language study has long depended heavily on the spoken word, we have been watching the use of electronic equipment designed to increase the amount of time a student devotes to speaking and to listening, and we have been experimenting with the use of tape recorders in our own teaching. The teaching of mathematics to Lower, Middle and Upper School students has been questioned repeatedly since World War II, and work in this area was brought to focus by a more recent College Entrance Examination Board Commission on Mathematics. Today a group of university and school projects across the country feeds the efforts to make wise revisions, and we have found ourselves leaning heavily on the Carnegie Foundation supported work at the University of Illinois, both for revisions which have taken place in our Lower School math teaching, and in a new approach to mathematics in the Upper School.

Some ten years ago the first steps were taken at a Kenyon College conference to formalize a College Board sponsored program through which students can complete and gain credit for college level work done in high school. Last May ten of our seniors in a graduating class of thirty-four took fourteen examinations to test college level work done here at school. A newly established commission on the teaching of English has begun its task of analysis, and we expect in the next few months to have recommendations from them. Thus the job of professional teaching is increasingly dependent upon work done outside one's own ivory tower.

While it would be a mistake to believe that revisions made in course content have neglected considerations of teaching method and materials, it remains true that this is an area in which there is at least as much speculation as there is knowledge. Sociologists, anthropologists, biologists, psychologists and others continually push out the horizons of knowledge about the human being, but it remains true today that we enjoy the romantic tale of two boys on a raft floating down the Mississippi

LOWER SCHOOL

Fifth Grade....Kathleen M. Collingbourne
Fourth Grade....Katherine L. Cretcher
Third Grade....Kathleen I. Mueller
Second Grade....Frances B. Renoe
First Grade....Zoe Lund
Kindergarten Teacher....Joan Green
Kindergarten Teacher....Margaret S. Blow
Assistant Kindergarten Teacher....Janette J. Damaske

MIDDLE SCHOOL

Chairman of the Faculty....William W. Steel
English....William W. Steel, Paul Loomis, Jonathan Aldrich
Social Studies....William W. Steel, Joseph J. Nold
Mathematics....Mary M. Brandes, Virginia Ingram, William W. Steel
Science....Mary M. Brandes, Virginia Ingram
French....Liliane Durham

UPPER SCHOOL

English....Michael A. Post, Adrienne L. Baach, Jonathan Aldrich, June Sochen
History....Virginia S. Deane, Samuel Bockius, June Sochen
Mathematics....Lewis A. Taylor, William W. Talley, Stephen S. Ober, Elsie V. Harridge
German....Karla Landau
French....Simone Valvo, Sara Hanni
Latin....Anna Eiben
Science....William W. Talley, Martin J. McCarty, Elizabeth Ravit
Health Education....Perry Dunlap Smith
Typing....Viola R. Scwimmer

INTER-SCHOOL

Art....Houghton D. Wetherald, Harriet Hahn
Dramatics....Adrienne L. Baach
Industrial Arts....Vincent C. Reidy
Librarian....Anne B. Strong
Music....Vincent B. Allison Jr., Margaret L. Foote, J. Gary Stuart
Physical Education....Sylvia Spencer, Martin J. McCarty
Developmental Reading and Testing....Evelyn Kratz, Gerald Ostrom
School Physician....Dr. Herbert Philipsborn
Psychiatric Consultant....Dr. Alfred Flarsheim

ROOM ADVISERS

6th Grade..Miss Ingram and Mr. Loomis
7th Grade..Mrs. Durham & Miss Brandes
8th Grade Boys....Mr. Nold
8th Grade Girls....Mr. Steel
9th Grade Girls....Miss Ravit
9th Grade Boys....Mr. Ober
10th Grade Girls....Miss Eiben
10th Grade Boys....Mr. Bockius
11th Grade Girls....Mme. Valvo
11th Grade Boys....Mr. Aggens
12th Grade Girls....Miss Deane
12th Grade Boys....Mr. Post

THE BOARD OF DIRECTORS

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THE PARENTS ASSOCIATION

President, Mr. John T. Benson, 596 Oak Street, Winnetka....HI 6-3660
First Vice-President, Mr. Myron F. Ratcliffe, 82 Indian Hill Road, Winnetka..AL 1-7126
Second Vice-President, Mr. James R. Wilson, 207 Dickens Road, Northfield....HI 6-0541
Secretary, Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka....HI 6-6189
Treasurer, Mr. Albert F. Winston, 1136 Ash Street, Winnetka....HI 6-1852

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, and the Standing Committee Chairmen.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. James W. Alsdorf, 220 Chestnut Street, Winnetka.....HI 6-1078
Athletic, Mr. Guy B. Mercer, 519 Ash Street, Winnetka.....HI 6-3382
Girls, Mrs. Richard L. Merrick, 245 Park Avenue, Glencoe.....VE 5-2033
Costume, Mrs. Charles H. Newman, 670 Midfield Lane, Northbrook.....CR 2-6130
Educational Lecture Series, Mrs. Phillips Stern, 1137 Ash Street, Winnetka....HI 6-7912
Mrs. Howard R. Conent, 736 Greenacres, Glenview.....PA 4-4994
Mrs. John S. Schweppe, 440 Whittier Lane, Northfield.....HI 6-6793
Faculty Teas and Refreshments, Mrs. Lawrence Howe, Jr., 175 Chestnut Street, Winnetka....HI 6-2691
House, Mrs. John B. Elliott, 564 Thornwood Lane, Northfield.....HI 6-3213
Library, Upper School, Mrs. C. Bertram McKinney, 886 Pine Street, Winnetka HI 6-2712
Middle School, Mrs. John J. Moreschi, 82 Locust Road, Winnetka.....HI 6-2505
Lower School, Mrs. A. Barr Comstock, Jr., 1162 Asbury Avenue, Winnetka HI 6-3423
Mrs. John B. Saunders, 925 Oakwood Avenue, Wilmette.....AL 6-1426
Lunch, Mrs. L. Gifford Gardner, 455 Washington Avenue, Glencoe.....VE 5-2364
Notes, Mrs. Stanley G. Harris, Jr., 390 Grove Street, Glencoe.....VE 5-0996
Mrs. Robert K. Strong, 1092 Crescent Lane, Winnetka.....VE 5-2891
Office, Mrs. Dimmick D. Drake, 744 Lincoln Avenue, Winnetka.....HI 6-1491
Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield.....HI 6-3925
Publicity, Mrs. Guy B. Mercer, 519 Ash Street, Winnetka.....HI 6-3382
Safety Council, Mrs. Langdon L. Barber, 576 Arbor Vitae, Winnetka.....HI 6-7157
Steering Chairman, Mrs. William F. Benoist, Jr., 765 Willow Road, Winnetka HI 6-5766
Upper School, Mrs. Franklin B. Bowes, 266 Forest Avenue, Winnetka.....HI 6-0670
Middle School, Mrs. Robert C. Dille, 1631 Ridgewood Lane, Glenview.....PA 4-2962
Lower School, Mrs. Donald S. Perkins, 2100 Drury Lane, Northfield.....HI 6-7082
Treasure Chest, Mrs. Rollin D. Weary, Jr., 936 Fisher Lane, Winnetka.....HI 6-4631
Student Activities, Mrs. W. Newton Burdick, 217 Dickens Road, Northfield....HI 6-5660
Middle School Office, Mrs. John J. Moreschi, 82 Locust Road, Winnetka.....HI 6-2505
Standards Committee, Mrs. Stewart Boal, 701 Sheridan Road, Winnetka.....HI 6-0825

GRADE CHAIRMEN

Junior Kindergarten, Mrs. Armond Fields, 3210 Hill Lane, Wilmette.....AL 1-7873
Senior Kindergarten, Mrs. Ralph D. Teich, 639 Windsor Road, Glenview.....PA 4-8033
First Grade, Mrs. Harold H. Hines, 1288 Sunview Lane, Winnetka.....HI 6-1734
Second Grade, Mrs. Alan M. Fink, 1361 Lincoln Avenue, Highland Park.....ID 3-2499
Third Grade, Mrs. Fahey J. Flynn, 1165 Ash Street, Winnetka.....HI 6-5769
Fourth Grade, Mrs. Eli A. Lipman, 2633 Kenilworth Avenue, Wilmette.....AL 1-3632
Fifth Grade, Mrs. Thomas Boal, 834 Boal Parkway, Winnetka.....HI 6-0687
Sixth Grade, Mrs. Raymond M. Galt, 56 Overlook Drive, Golf.....PA 4-5025
Seventh Grade, Mrs. Martin L. Jack, Sr., 291 Lockwood, Northfield.....HI 6-5912
Eighth Grade, Mrs. Robert B. Wilcox, 576 Willow Road, Winnetka.....HI 6-0082
Ninth Grade, Mrs. Grinnell Burke, 677 Sheridan Road, Glencoe.....VE 5-0594
Tenth Grade, Mrs. J. D. Hinchliff, 616 Ridge Road, Winnetka.....AL 1-0395
Eleventh Grade, Mrs. Herbert Geist, 1515 Cloverdale Avenue, Highland Park..ID 2-6832
Twelfth Grade, Mrs. Philip W. Moore, Jr., 100 Green Bay Road, Winnetka....VE 5-0878
Mrs. Jonathan W. Strong, 326 Ridge Avenue, Winnetka.....HI 6-3253

ABSENCES

In the interests of quality of work and the best attitudes towards responsibility of students for their own progress, the School expects all pupils to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make-up work," which covers only "out-of-class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the School office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission for Upper School students to leave the campus during the school day must be obtained from Mr. Post (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or atheletics for doctor's appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the School are normally travelled by bus, and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

OCTOBER CALENDAR

October 4	General Meeting of the Parents Association — Auditorium	8:00 P.M.
October 7	Football, Francis Parker — There	10:00 A.M.
October 11	Educational Lecture Series	8:15 P.M.
	General Mark Clark "World War II"	
October 13	Treasurer Chest Party — Glenview Country Club	
October 14	Football, Glenwood — Here	11:00 A.M.
October 16	Educational Lecture Series	10:30 A.M.
	"Mountain King"	
October 18	Music Center of the North Shore Concert	10:30 A.M.
October 21	Middle School Square Dance	7:30-9:30 P.M.
	Football, Chicago Latin — There	11:00 A.M.
October 26	Fine Arts Quartette Concert	10:30 A.M.
October 28	Football, Elgin Academy — Here	11:00 A.M.
October 30	Educational Lecture Series	10:30 A.M.
	Rep. Frances Dawson "Spotlight on Sprinfield"	

TIME OFF

Every year for the past eight years, this space has been taken up by a plea for volunteers to help in the various projects that were part of Treasure Chest. This year we have a treat. This year Treasure Chest will be held in the form of TIME OFF, a party where all the parents, faculty, alumni and friends of the School can get together, rest on their laurels, and just have a good time.

TIME OFF will begin at 6 p.m. Friday, October 13, at the Glen View Club. The evening will include a buffet dinner, dancing and surprises galore. Raising money for the School is not the primary purpose but we would like your support. Do come. Bring friends. We'll see you there.

JUST A REMINDER — Please return your Green Stamp books as soon as possible to any one of the School offices or to your Grade Chairman. On TIME OFF night we will disclose what your books have earned for the School.

Joan Weary
for the Treasure Chest Board

P.S. We'll take partially filled books, too!

COLLEGE REPRESENTATIVES

The following colleges will have representatives visiting the school in October. Appointments will be scheduled starting at 1:20 p.m. This list is necessarily incomplete because of the early publication of this issue of NOTES.

October 3 Mr. T. Douglas Stenberg — Pine Manor

October 9 Miss Mary Chase — Wellesley

October 11 Mrs. Richard Ware — Duke University

October 11 8:00 p.m. Roycemore School, 640 Lincoln Street, Evanston. Mary Chase, Director of Admissions at Wellesley, will speak on Wellesley, will speak on "Wellesley and Your Daughter" (This meeting is for parents only)

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1961-1962

ADMINISTRATIVE OFFICERS

Headmaster....Nathaniel S. French
Dean of the Faculty and Dean of Girls....Virginia S. Deane
Head of the Lower and Middle Schools....George F. Eldredge
Dean of Boys....Michael A. Post
Assistant to the Headmaster....Barbara A. Foote
Treasurer....Lorenz W Aggens
Assistant Treasurer....Elsie V. Harridge
Registrar....Jean K. Talley
Secretary to the Headmaster....Dorothy S. Roberts
Manager of Day Camp....C. Bertram McKinney
Director of Athletics and Summer Day Camp....Martin J. McCarty
Director of Public Relations....Helen F. Joseph
Superintendent of Buildings and Grounds....Vincent C. Reidy
Office Secretary....Violet Dormody
Director of Transportation....Katherine L. Brunner
Bookkeeper....James J. Bergen
Assistant to the Head of the Lower and Middle Schools....Jessie C. Griswold

without knowing quite why this enchants us. We know that some very good students are easily aroused to intellectual effort, and we know that others of comparable ability appear to have established impregnable barriers against all efforts to entice them into the intellectual arena. This may be, then, the area of our greatest challenge.

Should this be so, we are, as a school, in a good position to bend our efforts in this direction. The belief that efficiency in learning is a product of student interest was one of the planks in the initial platform of the School's founders. We have always avoided prizes lest the prize become the goal and we have mistrusted honor rolls for the same reason. It is easy enough for all of us to agree that a student's real "motivation" is a basic consideration. It remains for us to discover what elements combine in what proportions to produce "good motivation."

Nathaniel S. French
Headmaster

AN OPEN LETTER FROM THE PARENTS ASSOCIATION

At the start of a new school year, the Parents Association wishes to welcome all parents both new and old. We look forward with anticipation to seeing old friends and to becoming acquainted with those of you who are entering the School for the first time.

Our children are beginning a most promising year, and we wish to acquaint new parents with the opportunities available to them as well as to their children. One of the unique qualities of North Shore Country Day School is that parents are urged and encouraged to participate in the life of the School, to contribute of their time, imagination, warmth and enthusiasm to the continuing development of the Country Day tradition.

Your experience and that of your child can be greatly enriched by taking advantage of the unusual opportunity to see your child within the framework of the School and to become acquainted with your child's teachers, classmates and the parents of his friends. You will gain also a more true understanding of the School through your participation in its activities.

The opportunities existing for participation are many and varied, as you will note from a study of the list of Standing Committees. Whatever your talents or interests are, you can contribute, and we are sure that by so doing you will feel as others do, that you have gained even more than you have given.

We look forward to a busy and rewarding school year.

Cordially,

John T. Benson
President, Parents Association

The following pages are for your reference throughout the year. Please save!

EDUCATIONAL LECTURE SERIES — 1961-62

The Educational Lecture Series, sponsored by the Association as a non-profit venture, each year brings experts in the fields of the humanities and the sciences to the School for the benefit of all the students. This year, General Mark Clark will be featured in a special evening performance. The nine other programs will be offered in the morning.

Your active support, by the purchase of a family Series ticket for $5, is invited.

EVENING PERFORMANCE 8:15 p.m.

GENERAL MARK CLARK — *"World War II"*
WEDNESDAY, OCTOBER 11

MORNING PERFORMANCES 10:30 a.m.

UNIVERSITY OF WISCONSIN THEATER — *"The Mountain King"*
MONDAY, OCTOBER 16

STATE REP. FRANCES DAWSON — *"Spotlight on Springfield"*
MONDAY, OCTOBER 30

PROF. PAUL BOHANNAN — *"The Modern African Family"*
MONDAY, NOVEMBER 13

UNIVERSITY OF WISCONSIN PUPPETS — *"The History of the American Circus"*
FRIDAY, DECEMBER 1

JOHN NUVEEN — *"Facts and Frictions of the Western Hemisphere"*
MONDAY, JANUARY 8

PROF. ALAN MERRIAM — *"African Music" — Illustrated Lecture*
TUESDAY, FEBRUARY 6

ABBOTT PATTISON, Sculptor — *"Modern Sculpture" — Illustrated Lecture*
MONDAY, FEBRUARY 26

G.E. SCIENCE THEATER — *"Adventures in Science"*
MONDAY, MARCH 12

ROBERT I. JOHNSON, Director, Adler Planetarium — *"Exploration of the Solar System"*
MONDAY APRIL 16

"The Mountain King" will be given in the Lower School. All other performances will be presented in the auditorium.

Roberta P. Stern
Lydia E. Schweppe
Doris Conant
for the Parents Association

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXII November, 1961 No. 2

Annual Report

In September, 1960, the school opened its doors to welcome 202 girls and 224 boys. This was to be our 42nd year as an institution and our first year in the new Upper School building. It was a happy opening and many of us thought back to the previous year when we had begun school with the Upper School building still under construction. In contrast the whole school was now housed in well-lit, cheerful rooms, and our windows to the east looked out on the new gymnasium rising on the hill — an exciting product of the second year of our Development Fund.

Teachers and Teaching

Morning Exercise has long been a focal point for the school day and becomes a reflection of intellectual and artistic liveliness. The second grade produced a very interesting play which they wrote to illustrate Indian rituals. The third grade gave us a musical version of the Pied Piper. One of the top programs of the year was *The Magic Flute* done with almost infinite humor by the fifth grade. From the sixth grade's study of Africa came some charming dramatizations of the Ashanti Tales. Seventh graders worked out some scenes from *Johnny Tremaine* to remind us all of revolutionary Boston. The eighth grade resorted to folk song to describe in a melodramatic operetta the importance of father's shotgun to suitors who were attracted to a truly pretty girl. The pleasure to be derived from confidence in a foreign language was clear in the performance of *Aucassin and Nicolet,* a play written by two ninth graders based on a thirteenth century romance, produced in French, complete with music by Mr. Allison. An old friend in new guise, *Winnie Ille Pu,* intrigued the third year Latin class, and scenes from it were done in Latin for our own Morning Ex and later taken to two other schools. A full list would extend from these to include discussion of national and world problems, the whole school singing together, visitors describing their vocations, and students describing their hobbies. Indeed, a rich fare.

* * * * *

Literary competence and ability to converse in the language continued as major purposes

of those who teach French and German. Beginning classes devoted an increasing amount of time to listening and to speaking, while the faculty struggled with the problem of how best to use the electronic equipment now available. It may well be that we will someday want what is now called a Language Laboratory — that is to say, a room equipped with booths in which individual students may listen to recordings of another's voice, or record and listen to their own voices, but for the time being we are making good use of small, portable tape recorders. These machines are equipped with earphones, loudspeakers, and microphones, and may be taken home by students for weekend or evening practice.

Foreign language and English teachers have been working together to discover better ways of teaching the structure of a language. Their examination of the similarities and differences in the grammar of English, French, German, and Latin should show in better progress of students.

Literary competence in a foreign language derives from acquaintance with the writings of fine authors. Thus, German students made fairly extensive comparisons between the modern and classical drama, and advanced students in all languages wrote papers derived from their readings.

* * * * *

Music continued to engage a large share of time and of interest. Within the school we enjoyed three operettas, the fifth grade's *Magic Flute,* the eighth grade's folk song melodrama, and *The Gondoliers* done by the Upper School. At Christmas the A Cappella sang Benjamin Britten's *A Ceremony of Carols,* and, the Upper School sang Bach's *Magnificat* so well that they were asked to repeat it in January for those who could not attend the original concert.

We also enjoyed music brought into the school by the Grosse Pointe University School Glee Club and Band which came over to sing with us in a joint concert. The Music Center symphony orchestra played at school three times, and we were privileged for the first time this year to enjoy the Fine Arts Quartet in our own auditorium.

Special mention should be made of the senior play, Dylan Thomas's *Under Milkwood*. That they should have attempted this speaks well for the class, and the maturity and understanding with which they performed this subtle and poetic piece of literature suggests a growth beyond their years.

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The mathematics program of the school evolved another step toward more exciting and more useful learning. The extended use of the Cuisenaire rods in the Lower School has been successful enough to create a need for other and more advanced work. One-half of the eighth grade completed the first year of high school algebra along with some of the more traditional arithmetic. Two sections of the ninth grade were taught algebra in a method of teaching developed at the University of Illinois and calculated to prepare students for work in modern mathematics. A few students again completed the first year of college math and in May took Advanced Placement examinations set by the College Entrance Examination Board, through which they may receive college placement in the sophomore mathematics course as well as college credit for the work completed in high school.

* * * * *

Art work in the Lower School showed a growing interest in design. Generally the younger children seemed better able to get a narrative onto paper in bold and clear pictorial design. In the Upper School more students than in any time in recent years enrolled in Art Major courses — that is to say, courses requiring a minimum of seven periods a week and carrying full academic credit, and I think it is indicative of the school and the Art Department that the co-captains of the football team were among this number. Beyond their own learning these students contributed to a growth and enjoyment for all of us in the work they did in recurring exhibits around the school, in the designs for the Christmas Tableaux, and in the design of scenery for dramatic productions.

A listing of some of the topics introduced in art classes will show that the year was one rich in artistic experience: Commercial designs, architecture, some ideas of city planning, contemporary painting, the New York School of

Abstract Expressionism, pattern and structure of the visual scene, the crystalline structure of solids, non-objective paintings, cubism.

* * * * *

The school has always considered its sports program to be a part of the curriculum, required rather than optional, as important as any other subject in developing the fortitude necessary to the undertaking of life's most difficult tasks. The girl's hockey team continued to be the most successful of our warriors, being for the fourth consecutive year undefeated and unscored on. The remainder of the competitive record is a story of near misses. We shared the League championship in tennis with Elgin Academy. The varsity baseball team lost the championship in a play-off game. The basketball team after a poor season was determined to do better in the tournament and lost by one point in an overtime period to the tournament winners.

In golf, tennis, sailing, basketball, hockey, and football, a very large percentage of boys and girls from sixth grade through the Upper School had the experience of playing under the pressures generated by the game itself and the responsibility a youngster feels to his school; and in this experience lies the chance to develop physically but, more importantly, the chance to develop the ability to manage one's self under strain of an emotional nature.

* * * * *

Publications continue to occupy a fair portion of our energies. The Middle School abandoned its periodical *Little Prints* in favor of a new and successful journal known as *Black and Blue.* A Lower School paper, *The Lower School Bulletin,* appeared fairly regularly and was particularly successful with its poetry. The Upper School magazine-newspaper, the *Purple and White,* struggled with the perennial problem of selling news already common knowledge and leaned more heavily in the direction of literary effort. They were successful both with essay and with fiction, and one of their short stories was picked up and re-published by a national trade magazine.

Responsible Men and Women

"It is the job of the Board to activate the deadwood, not prune it"; so said a senior girl

in a Girl's Athletic Association Board meeting, and in this statement she put her finger on the keystone of the school's effort to develop active citizens. Within our own community the third grade representatives to the Lower School Student Council made footscrapers to place by the outside doors in an effort to cut down on the amount of mud carried into the building. And for the Lower School the eighth grade girls sewed cloth bags in which the Lower School children might keep their Cuisenaire rods. The eighth grade boys ran a store for school supplies and donated their profits to buy shrubbery for landscaping around the Middle School building.

The Special Services Committee of the Upper School did much to draw attention to world-wide problems and to offer what they could toward their solution. Beyond such traditional efforts as the Toy Shop, they put on a month-long campaign to explain world food shortages and raised a good deal of money by collecting pennies and eventually by serving in the lunch-room a Multi-Purpose Food meal which students bought for three cents and subscribed in gifts the difference between the three cents paid for the meal and the usual cost of a school luncheon.

Work days held in the spring and in the fall, Student Council Committees, the Morning Exercise Committee, Library Committees, the profits of the annual vaudeville, and a myriad of other efforts all served to build an understanding of the inter-dependent nature of society and the part which an individual may play in its betterment.

At Commencement the valedictorian said, "It is easy to adopt the glittering generalities of society, it is much harder to try to establish for one's self a concrete, definite set of standards and goals . . . but the person who determines for himself exactly what he values and what he wishes to accomplish, and acts with these values in mind, is far closer, I think, to finding significance in what he has done and what he is doing."

Parents Association

A new handbook for independent schools quite rightfully recommends our Parents Association as a model which any school would do well to investigate, and again, in our 42nd year, the evidence is clear. Most obviously at the

telephone switchboard, behind the lunchroom steam table, in the school's libraries, we see mothers at work in the interest of their children and the school as a whole. Not so visible but no less important are the editors of the monthly issue of *Notes,* the keepers of a costume collection which constantly needs repair and replacement, a committee which runs a program of safety training for younger children, a group of mothers who arrange to have experts in various fields come to the school to perform at Morning Exercises, a committee which provides refreshments at school functions, an art library committee which arranged a series of exhibits to be hung where all might enjoy them, and others whose devotion makes possible so many worthwhile things and earns them the right to national notice.

The Treasure Chest, in a new and highly profitable venture, produced the Country Fair in a manner which was a joy to children, to parents, and to their friends. Large tents set up on the field provided a market place and a score of amusements, ranging from sitting for an artist who did portraits to buying the right to smash at a decrepit automobile with an 8 pound sledge hammer. Many hours of work went in to making this day a successful one.

The country day school experience for boys and girls allows them the values to be derived from home life. For their parents it offers great rewards and satisfactions, but these do not come without some worries. Particularly a growing social sophistication in youngsters has become a source of worry, and the Parents Association, addressing itself to this problem, came out with a revision of the Standards Committee Report. This document lays down no rules for parents but advises them about appropriate social customs and regulations. It is a document which has been written up for a nation-wide journal and requests for copies have come from far and wide.

Alumni Association

Inevitably as the years roll by, graduates appear at the school with growing frequency and importance to the school; in the Parents Association, on the Board of Directors, and in the faculty we find them carrying a share of the burden. They come back to pay their respects, to see their old friends, and to ffer to help: a college president and an art museum curator to

talk in Morning Ex, several working to keep open the channels between this school and their colleges, and many working with the Association.

Alumni support of the school comes in several ways and all of them are important to us. They are our best advocates and their support in their neighborhoods and among their friends is vital to our reputation. It is they who are best able to keep the reputation close to the facts, a never-ending task more difficult than it should be. I am glad to report that they also devote a considerable amount of thought to the school's policies and practices and have been most helpful in recommendations which they make, perhaps the more so because they are as capable of complaining as they are of admiring. And thirdly the Association has done a great deal to back the school in its Development drive. The basic relationship between monetary income and educational excellence has sometimes been obscured by the fact that there is to be found among the underpaid teachers many a dedicated and great or near-great educator. This fact remains true but it is not a virtue. The great and near-great would be no less so for being well paid, and better salaries would entice more promising men and women into the profession. Thus, for the help the Alumni Association has given and continues to give the institution is grateful.

Material Matters

For a short time in the summer we thought we might be ready to move into the new gymnasium in October. Troubles with steel and delays in other materials or work schedules postponed the opening day until February, a delay which left no hurt, however. The arrangement of space, the locker rooms, the lighting, the heating, all seemed so magnificent as to wipe away any impatience. We moved in on time to play one last game on the basketball schedule, and with that game to begin what will be many happy years in the building (It is rumored among the boys that victory in that game was designed to establish a tradition).

* * * * *

The use of the school grounds in the summer time has been of concern to the Board of Directors and to the faculty, and I think it can now be reported that good progress has been made

toward the legitimate use of our property. A summer day camp program brought something over 200 children to the campus for 7 weeks, and for a similar period of time 66 children from 18 different schools came to the summer school program. In both instances we served a need of the community and shared with the community the benefits therefrom.

* * * * *

The school is heated by a central complex of boilers and burners located just west of the lunchroom in the basement. Antiquity of the equipment plus additional space to be heated left no choice but an expensive rehabilitation and improvement job. We are now equipped with a heating power and flexibility which promises a long-range saving in annual costs. Both the new gymnasium and the new heating plant are products of the school's Development Fund, and the Fund, of course, is the result of many, many conscientious workers and generous donors. In the first two years of this effort the school has to be grateful for much more than could be listed here. Beside the gymnasium and the heating plant one can list the high school building, new walks which connect the buildings, a paved parking lot, some thousands of dollars which have gone into equipment for laboratories, books for the library, tuition grants for scholarship students, and many more of the things which are needed to provide a child with the best teaching in adequate circumstances. I can think of no better way to end this report than to mark our 42nd year as one of development for which we and many to come after us will long be grateful.

NATHANIEL S. FRENCH, *Headmaster*

Financial Statement

General Fund

INCOME AND EXPENSE	**1959-60**	**1960-61**
Income:		
Net Tuition Income	$304,364	$319,835
Other Income	21,313	33,423
Total Income	$325,677	$353,258
Expense:		
Salaries and Benefits	$275,567	$290,118
Educational Expenses	6,538	6,525
Administrative Expenses	12,598	13,227
Operating Expenses	38,490	37,127
Maintenance Expenses	54,494	54,454
Total Expense	$387,687	$401,451
Net General Fund Deficit	$ 62,010	$ 48,193
General Fund Debt Reduction	6,800	6,800
Total General Fund Deficit[1]	$ 68,810	$ 54,993

* * * * *

Development Fund **INCOME AND EXPENSE**	30 months ended **June 30, 1961**
Income:	
Total cash and pledges received[2]	$708,494
Total pledges payable	(146,288)
Total Cash Contribution Income	$562,206
Expense:	
Construction completed or in progress	$607,841
Other Development Program expenses	59,407
Total Expense	$667,248
Total Development Fund Deficit	$105,042

1. The General Fund deficit of the School usually met with funds raised in Annual-Contribution campaigns. During the campaigns for Development Program funds these annual solicitations for General Fund contributions have been suspended and the General Fund deficit has been met with budgeted amounts from the Development Fund.

2. Total cash and pledges contributed to the Development Fund as of November 1, 1961: $714,928.

The North Shore Country Day School Winnetka

notes

December, 1961, Vol. XXIII, No. 2

SOME BOOKISH MATTERS

The impact of reading upon students of various ages and grade levels has, as parts of this article will illustrate, effects that are basically similar in kind although different in degree. From the statements that follow, thoughts of Lower, Middle, and Upper School teachers, I think you will find divisions into skills and joys of informational and affective reading.

That is, there is some reading that the student recognizes will provide him with express information to help him cope with the immediate needs of each day's living and its visible requirements: which street to take to get to school, which book to locate in the library, which sentence in the text to underline. There is another kind of reading that is not so direct because it points less directly to less obvious goals, and this type might be called "affective" or "imaginative" reading. This sort of reading does not give us direct answers to direct questions of where to go, where to look, or what fact to learn. Rather, it is a sort of reading that influences through its accumulative effect; we gradually amass from our readings a condition that recognizes human situations and solutions that have been used to cope with them. We learn from this sort of reading attitudes, frames of mind, auras of response. Both types, the informational and the imaginative, are integral elements in a student's reading from the moment he is aware that there is a written language; usually the two types combine their effects.

The short articles that follow are limited analyses of the impact of reading upon different age levels. They do not attempt to penetrate all aspects of the effects of reading: such would require an amazing perspicacity and research time and liberality of funds. The articles are reflections by experienced teachers in the three divisions of the School:

Lower School

First Graders were asked, "Why do you think we learn to read?" Their answers (with some editing) seemed to fall at least into two categories, the "informational" reason and the "imaginative":

"When boys grow up to be men they have to read in their offices."

"You can send messages when you go on a trip."

"You can read the stop signs, train signs, and speed limit."

"If you want to make something in the kitchen, you have to read what to put in it."

"At camp you have to be able to read if you get a present so you know who it's for."

And:

"When you grow up, your children will love to hear you read stories."

"You can read the newspapers to find out about robberies."

In these First Grade responses one can see a division in the nature of the answers and an overlapping: some seem concerned with the informational alone, others with the more imaginative, emotional. But there is not that distinct a difference. Some of the responses indicate concern not to run afoul the law or blow up the kitchen — obvious, immediate results. Others point to the future — the joy that comes from experiencing vicariously the motivations and acts of others.

What seems to happen with both kinds of reading for the student in the Lower School is this: he becomes absorbed with someone else's acts and their possible ramifications so much that he experiences those total situations himself. He may act out portions of the story after he has read it; he may adopt some of the language of a sympathetic character, some of his mannerisms. Few children miss the chance to play the hero by wearing a six-gun or the heroine by dressing up. There is from this reading an escape of a healthy nature: the child becomes for a time someone other than himself, re-creating himself in the light of someone in literature who is admirable (we hope not despicable) and thereby becoming aware of attitudes and responses he might otherwise be unconscious of. He can see parallels and analogies between what he reads and his daily life and is therefore better able to cope with actualities.

This imaginative response is also a part of information-gatherings: reading about Hopi Indians is stimulating imaginatively and informationally. It is almost impossible to separate the two sorts of learning, for the more one learns about Indians, myths, rain clouds, the more one is able to cope with the everyday world of physical events and human relationships.

Middle School

In the Middle School reading continues many of its Lower School aspects, but in the following article there is more emphasis on acquiring the skills of reading. It should be noticed, however, that with this apparent division comes also an inevi-

table union: what is read for "skill development" is also applicable to fields of "information" and "response." The intensive work started in the Lower School to improve reading as a tool for future benefits is continued and expanded: a child continues to gain a subjective satisfaction from his "imaginative" reading, but he also discovers new aspects to his "informational" reading.

An eleven year old brings to the sixth grade a wide range of reading experience. He has read a great many books simply for personal enjoyment, and in connection with his work in the various academic disciplines he has made contact with a variety of source materials, usually supplementary text books and encyclopedias. The Middle School's job is to train its students to become increasingly independent when reading for information, and to help all students, both the fast and the slow readers, to find increased pleasure in their reading through the development of a mature appreciation of what can be found between the covers of a book.

Although sixth graders find themselves for the first time working with a variety of teachers in their academic work, it should not be assumed that only the English teacher is concerned with their reading. The whole faculty is inevitably involved. Each of the subject teachers expects of his students that they come to class in command of new bodies of information; class time is used to discuss and evaluate the facts, not so often to establish them. This being the case, each teacher must give his students help in learning how to read for the sort of information pertinent to his course, and obviously the kind of reading done in connection with an English course is different from that done for science. In this way then, all teachers become reading teachers, helping their students learn to vary their reading techniques according to the use to which the reading will be put.

The techniques used to help children improve their reading are varied, but each involves careful inspection of some aspect of the assigned reading. Children will be instructed in the arts of underlining, outlining, and note-taking. At other times emphasis will be placed on the techniques the author has used to achieve his purpose. In addition, at some grade levels time is devoted to reading instruction through the use of materials specifically designed for this purpose.

As difficult as it may be to master the *mechanics* of reading, the obstacles presented can be surmounted by all children. But "reading" in its largest sense involves a great deal more than this and is a skill none of us masters completely. In order to take full advantage of the printed page, a reader must be able both to digest the facts presented and to appreciate the author's implications. Beyond this, if the reader is to be independent of the author, he must also be able to evaluate what he reads in the light of what he has known and felt before. This is critical reading, and it is because of the demands it places on the reader that reading is considered to be such a complicated art. In the course of his Middle School years a

student in many ways becomes a more discerning, mature reader. At times he may become discouraged because the battle is never won, but he is often heartened by the fact that his parents too are working to improve their reading, and at the end of eighth grade he can look back with pride at the progress he has made.

Upper School

The article that follows is not concerned primarily with the skills or information of reading but with the imaginative, that is, the reading that contributes directly but less obviously to a student's recognition of the world around him. It deals rather with a reader's awareness of the world with which he is most intimately concerned, the personal world.

At some point in high school a young person may be deeply affected by a piece of literature, perhaps of a wandering and romantic nature. For some readers, *Winesburg, Ohio* and *Look Homeward, Angel* are such books, seeming to offer sudden perceptions, sudden answers. Often it is disillusioning to re-read a favorite book in later years: usually we find it no longer "great," perhaps not even very good. And yet we cannot be sure our later judgment is correct: perhaps we felt life more deeply when younger and have too easily dismissed our former selves as a kind of distant mistake.

As adults we still look for ourselves when we read. Instinctively, we seek out a character who reminds us of how we are, or were, or would like to be; and half-accepting his reality, we let his experiences happen to us — and then we return to our own world, very little changed. A young child is similarly unchanged by his reading. As one myself, I used to revel in the twisted agonies of a Poe story, delighting in the safe, vicarious danger of storms and swinging pendulum. I came out unharmed. I was never (I hope) much changed by the journey.

Probably the high school student is less invulnerable. Certain questions are becoming important to him. What is good, what is evil? What is appearance, what is reality? What is death? Is there meaning to life? Is there a higher being? and if so, is it kind, or cruel, or indifferent? An incisive look at individual experience, in both life and fiction, makes such questions inevitable.

Somebody has said, "The death of one man is a tragedy; the death of a million is a statistic." Literature always gives us the particular. Most of us who were not personally involved can be reminded of Hitler's slaughter of the Jews without much genuine, lasting pain — we are more affected by the little incidents around us. But reading *The Diary of Anne Frank,* the words of one-six millionth of a statistic, can be an altogether different experience, highly moving and lasting. We are involved in a person's life and death.

For the first time in high school a young person may consider himself truly

changed by a piece of literature. If he does, he may have seen in it some possible clarification of life; or he may have glimpsed life as more mysterious and complicated than he had imagined. He may have recognized new ambiguities, and through another person — a partial symbol of himself — have begun to see himself as part of a complex and subtle world.

From pre-reading through twelfth grade approaches to literature it is possible, then, to trace two distinct and closely interrelated aspects of the impact of reading: that which is regarded as strictly of an informative nature and that which is considered as broadening and intensifying of the self. The two complement each other. A biography of Thomas Jefferson may be rewarding historically, socially, and personally; a sonnet about man's mortality may arouse intensely subjective reactions and reveal historically important attitudes. What a child reads provides a contact with the various worlds available in no other such effective and yet safe way. From the amazement of the first grader at the possibility of crooked and circular lines standing for sounds he has made for years to the suggestive representations to seniors of the myriad of implications in a work, reading provides a contact with our daily living and our future hopes that is unequalled by any other form of human expression.

Zoe Lund
George F. Eldredge
Jonathan Aldrich
Michael Post

CHRISTMAS MUSIC

In order to give more parents and friends an opportunity to enjoy the Christmas Music programs, the High School Chorus will give two performances of the *Gloria* from the B minor Mass by Johann Sebastian Bach. The first will be at Morning Ex (10:30 A.M.) on Friday, December 15, the second on Sunday afternoon, December 17 at four o'clock. It is hoped that the second performance on Sunday will enable many to come who would otherwise have to miss this exciting music.

Other musical events include a special program by the A Cappella and Ensemble on Tuesday morning, December 12, and singing by the Lower and Middle Schools at the Christmas program on the afternoon of December 20.

COLLEGE REPRESENTATIVES

Monday, December 4 — Mr. Henry Straub, Westminster
Friday, December 8 — Mr. Heegen, Drake

CALENDAR

December 1 — Educational Lecture Series — Auditorium ..... 10:30 A.M.
"History of the American Circus"
U. of Wisc. Puppet Theatre

December 2 — Basketball — Glenwood — Here ..... 6:30 P.M.

December 5 — Basketball — Iliana — There ..... 3:30 P.M.

December 7 — Lower School Book Fair — Walling Hall ..... 9 A.M. — 4 P.M.
7:30 — 9:30 P.M.

December 8 — Lower School Book Fair — Walling Hall .... 9 A.M. — 4 P.M.
Basketball — Francis Parker — There ..... 3:30 P.M.

December 9 — Upper School Series Dance ..... 8:30 — 11:30 P.M.

December 12 — A Cappella and Ensemble Program — Auditorium.... 10:30 A.M.
IN DULCI JUBILO

December 13 — Christmas Tableaux — Auditorium ..... 10:30 A.M.

December 15 — Christmas Music — Auditorium ..... 10:30 A.M.
The Upper School Chorus will sing the GLORIA
from Bach's B minor Mass
Basketball — Elgin — There ..... 6:30 P.M.

December 17 (Sunday) — Christmas Music — Auditorium ..... 4:00 P.M.
Repeat performance of GLORIA from Bach's B minor Mass, sung by the Upper School Chorus

December 18 — Christmas Reading — Auditorium ..... 10:30 A.M.
Mr. Perry Dunlap Smith

December 19 — Santa Claus Party — Girls' Gym ..... 10:30 A.M.

December 20 — Christmas Play — Auditorium ..... 4:00 P.M.
A CHRISTMAS ORATORIO by W. H. Auden

December 21 to January 2 inclusive — Christmas Vacation

January 3 (Wednesday) — School re-opens ..... 8:25 A.M.

The Alumni Luncheon will take place at 11:30 A.M. on Saturday, December 23

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

February 1962, Vol. XXIII, No. 3

PERSONAL FACTORS IN COLLEGE ADMISSION

It is patently clear that we face a period of time in which there will be more students seeking a college education than there will be collegiate facilities and faculties to meet this demand. The better equipped and better known colleges have already faced numbers of candidates for admission way beyond their capacities to house and teach them. In the next five years, many more colleges will join the ranks of the over-subscribed, and a growing number of young men and women will receive that friendly letter from the admissions office which expresses respect and concern for the individual it rejects. It is not only a matter of simple justice to individuals, but a matter of national concern, that these letters go to the right people; in more positive terms — that we devote our educational energy to those most likely to profit from our efforts.

This asks of schools and colleges a more perceptive and wiser discrimination in judging youngsters than we commonly see today. In recent years, the standardized test has proved a useful device for making gross judgments of intellectual ability and training, and, when used in conjunction with the opinion of secondary school teachers expressed in the school record, it has been a reasonably accurate predictive device. However, the tests alone remain a blunt instrument, useful as such, but tragically misleading when called upon to do more than is within their power. So long as we limit the use of tests to the distinctions they are capable of making, we should be grateful for them. As often as we ask them to discriminate between candidates in realms they do not encompass, we will be foolish...as often as we assume a finer distinction than they actually make, we will be unfair to those whom we judge.

Realistic prediction of college success is based increasingly on a variety of weighted factors, commonly including a combination of test scores and the secondary school grades, rank in class, personality profiles, teacher or administrative references; all together or in part it is the composite opinion of a group of teachers, and it is a reflection of the educational thought of the school in which the record is written. All protestations notwithstanding, it is essentially a judgment of a boy or girl into which has been poured some fairly objective fact, some sophisticated opinion, some personal idiosyncrasy, and a very large portion of coloration arising

out of such 'intangible values' as are dear to the particular faculty. It is not strange that one should hear from the College Board and from the National Registration Office and others that, among the several predictive materials, this record has the greatest single value.

A working faculty will write into its judgment of a student those factors which it agrees are important, and they may be expected to include promptness, neatness, imagination, a sense of humor, a respect for classmates in discussion periods, courtesy, initiative, intellectual curiosity, work habits. Of course, such a list is a reflection of our culture as we understand it, and it is therefore proper that it should be a part of the school record which reflects the intellectual, emotional, and moral values of a group of teachers. That such a record is a good predictor of college success should be no surprise to any of us.

It would be unfair to imply that the current obscurity of personal factors is part and parcel of some nefarious plot; it can only be some by-product of another problem — largely organizational, I suspect. Look first at the stated purposes of our colleges. With few exceptions, these institutions claim to be the agents of a society or culture with virtues to be protected and enhanced — with weaknesses to be attacked. They believe it is their mission to increase the knowledge of mankind and to transmit it to each new generation. In their charters, in their convocations, in their public statements, they accept the responsibility for imparting to the young a respect for truth, for democracy, for individual rights — in short, for the ideological and moral backbone of our national and cultural heritage. However strong the conviction that such a charge must be fulfilled on an intellectual plane, there is historical precedent and current study to support the thesis that a better job is done when the personal factors become a matter of concern.

First let me suggest that a first semester or full freshman record is less than an adequate measure of some very important and lasting student attitudes. Dr. Charles C. MacArthur has been doing some follow-up work on the Grant Study at Harvard, which began before World War II to study successful Harvard students. 85% of the group he has studied went on to graduate work, and MacArthur was struck by the observation that freshman records were poor predictions of graduate school records. He also noted some differences in attitudes between those who were initially successful but dropped behind others in graduate school. And, furthermore, the attitudes which brought graduate school success appear to be those which have led these successful men into positions of responsibility in adult life.

By pairing men who were intellectually comparable — all of whom had the common experience of Harvard College — he has come up with the thesis that one may identify the attitudes which differentiate the men. For instance, the initially successful men approached knowledge as something to be acquired in a quantitative sense, while those who later surpassed these men had an attitude toward learning

which was akin to an intellectual style which he calls "liberal rationalism." In the field of science, the indiscriminate acquisition of knowledge led successfully to training of what he called good bench scientists; while a more romantic and selective approach brought less initial success but was the foundation on which were grounded the more successful scientific leaders. This thesis he summarized by saying that the initially successful appeared to be quantitatively oriented, while those who are now making the greater contributions to their professions and their communities were qualitatively oriented.

Although this study is based on a few cases drawn from a narrow segment of society, it does have the virtue of thorough investigation over a long period of time in the lives of the men studied. Not being equipped to judge the scientific validity of its findings and theses, I resort to the experience of a schoolmaster. It has often seemed to me that our best students, our most valued teachers, our most helpful Board members, are quality oriented and addicted to "liberal rationalism." Can these qualities be fairly judged by admissions officers? If so, how? The scientists would scoff at an attempt to judge intellectual and social promise in an interview, but it may well be that extremes of quality orientation or of quantity orientation might be so discovered. It is also true that MacArthur, being a trained psychologist, has sought objective devices for identification of the quality oriented student, and he has given an ink blot test to the individuals involved in his study. They were asked to react to blots which they all knew to be only blots. Those whom he already identified as quality oriented gave markedly different responses from those whom he knew to quantity oriented. Thus it may be that an "intangible" is to be measured objectively. At least there is herein a challenge to the college which wants to admit men and women with an intellectual style that promises greater contributions in adult life.

There are recognizable components within the habits of thought of an individual which all of us accept as fundamental to success in any endeavour. From Biblical times, philosophers and artists have directed attention to man's need for a firm grip on reality...attention to the errors into which his fantasies may lead him. Any one of us in our immediate experience can find examples of individuals who may be unusually able but whose effectiveness is seriously limited by a sometimes tenuous hold on reality. It has been demonstrated that an accurate assessment of reality is a major factor in the ability to handle stress. Elementary school teachers, in the normal course of their teaching, worry about a child's ability to judge himself realistically in relation to his studies, his contemporaries, and his mentors. In short — to know oneself has long been deemed a basis for integrity and effectiveness.

Another personal criterion which some few colleges investigate is the degree of energy a student musters to meet the day's demands. Obviously, the question of strength has an immediate bearing on productivity, while there is some good

evidence that the lack of strength may indicate inner psychic conflict. Therefore, for its value in supporting a willing ability and because the lack of it suggests the need to investigate physical and emotional health, stamina may be a more important consideration than is normally involved in the term "health."

The personal factors considered above are by no means a full list and are suggested to make the point that such factors may be crucial in discriminating between college candidates, if one is to make choices consistent with the avowed purpose of the colleges. The omission of initiative, cheerfulness, individuality, generosity, flexibility, honesty, compassion and a host of others, is made without judgment that they are less important. And furthermore, recent work at The University of Chicago and elsewhere goes far towards providing us with a better understanding of creativity — its nature and its recognition — and it appears that there are ways of identifying it. If colleges are quite honest in claiming as a major purpose an intention to train people to make greater contributions to the common welfare, should they not take special note of creative power?

In these and in many other ways, one may show that an individual's best power is defined in terms which embrace more than is usually included in the term "intellectual." I have tried to show that an individual's intellectual functioning may be governed by factors which, in themselves, are non-intellective.

To this point we have been concerned with the functioning of an individual as an agent of free will, and to this should be added some thought about the college student as a member of his or her collegiate community. This is not a new idea to teachers or to trained observers. Teachers know from repeated classroom experiences the surety with which one can count on responses which reflect the values commonly held by their students; and systematic study going back twenty years or more has developed the concept of the student "sub-culture." Some comments drawn from research done at Vassar College in the Mellon Program should make the point. Mervin Freedman in "The Passage Through College," published in *The Journal of Social Issues,* Vol. XII, No. IV, says...."We believe that a distinguishable student culture exists....that this culture is the prime educational force at work in the college...that in our opinion the scholastic and academic aims and processes of the college are in large measure transmitted to incoming students or mediated for them by the predominant student culture." And later in the same piece..."academic industry and enthusiasm are common among sophomores...in these respects students are sharing in both the explicit goals of the college and in the general value system of student society. The influence of the student culture is, however, rather a leveling or moderating one from the point of view of scholastic motivation and aims." While much more could be said about the student subculture, two points are herein significant. It exists as a powerful force — it counts among its many facets a strong element of conformity. Insofar as this culture is the property of the students, beyond reach of the faculty, the effectiveness of the college

will be determined by the kind of student chosen by the admissions officer. If he has admitted a preponderance of students with a love of music, the sub-culture will support music. If his choices reflect a respect for the kind of ambition which has been described as a striving for middle-class-upward mobility, his college will teem with conformity buttoned down to a white collar, and a necktie will be a noose for conservatism.

Appreciation of the importance of the so-called personal factors as they impinge on the responsibility of the admissions officer hinges, then, on two considerations. They are, first and foremost, the most significant determinants of an individual's ability to use his knowledge and his powers — and, secondly, they are the foundation on which is built the collegiate student sub-culture. If they are both of these things, they must be considered in making choices between students which will be fair to the individuals involved — and in choosing those individuals most likely to contribute to the welfare of society.

NATHANIEL S. FRENCH

This article is taken from a speech which Mr. French recently gave before the national convention of the Association of College Admissions Counselors.

In our next issue, Miss Deane will discuss various standardized tests and their uses.

OPERA ALERT

For the first time in over twenty-five years, Gilbert and Sullivan's "Princess Ida" will be presented on March 22nd, 23rd and 24th. The opera has a medieval setting and requires elaborate costumes for a large cast. In the first week of February the Costume Committee, assisted by (we hope) many, many volunteers, will begin work in a room set aside for its use in Leicester Hall. The Committee will meet all day Mondays and Tuesdays (those who cannot work all day should not hang back) and continuous coffee will be available. Hand sewers, machine sewers, measurers, painters, crafts workers, pressers, and all willing hands are needed. For more information, please call Mrs. Charles Newman at CR 2-6130, or Jean Talley.

NOTE

The Bennington College Dance Group will give a special performance of modern dances at 10:30 a.m. Tuesday, February 13, at the School. The group, now on tour, is made up of eight women and two men, special fellowship students in dance at Bennington. The program will include works selected from opera workshops and presented after an intensive rehearsal period.

Lower, Middle and Upper School students will attend, so it is suggested that parents come early to secure their seats.

EDUCATIONAL LECTURE SERIES

Two outstanding events in the Educational Lecture Series will come up in February.

On Tuesday, February 6, Alan Merriam, professor at Northwestern University, will give an illustrated lecture on "African Music." Recordings of songs and instrumental music from the Dark Continent will be played.

Abbott Pattison, prominent local sculptor, will talk on "Modern Sculpture" and illustrate his talk with his own work. Pattison will be at the School on Monday, February 26.

Both lectures will be given in the auditorium at 10:30 a.m. Come and bring your friends.

CALENDAR

February 2	Basketball — Francis Parker — Here	6:30 P.M.
February 3	Basketball — Morgan Park — There	6:30 P.M.
February 6	African Music — Alan Merriam	10:30 A.M.
February 8-12	Lincoln's Birthday Holiday	
February 9	Basketball — Harvard — There	6:30 P.M.
February 10	Basketball — Lake Forest — Here	2:00 P.M.
February 13	School re-opens	8:25 A.M.
February 13	Bennington College Dance Group	10:30 A.M.
February 15	Music Center Symphony Concert	10:30 A.M.
February 15	Faculty-Parent Tea	3:00-5:00 P.M.
February 16	Basketball — Chicago Latin School — There	4:00 P.M.
February 17	Basketball — North Park — Here	6:30 P.M.
February 23, 24	Basketball Tournament (Arrangements incomplete. Ask your son.)	
February 26	"Modern Sculpture" — Abbott Pattison	10:30 A.M.

The North Shore Country Day School Winnetka

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March 1962, Vol. XXIII, No. 4

STANDARDIZED TESTS AND COLLEGE ADMISSIONS

The voices raised to urge more discerning communication between schools and colleges about the qualities of students are becoming a chorus. A recent press article reports Henry S. Coleman, Director of Admissions, Columbia College, and John E. Sawyer, President, Williams College, among those disenchanted with current yardsticks, particularly test scores.* Happily, in response, studies to improve both the accuracy and the use of tests in college admissions are continually undertaken. While we conduct the research necessary for profitable change however, we can try to understand the present situation, recognizing that here, as in other areas, American education is experiencing something of the trauma of transition.

Standardized test scores as factors in college admissions are usefully considered only in context. It is of paramount importance to know that for some years it has been recognized that the *single most reliable predictor of success* in college is a student's performance in school. However, studies made in a variety of colleges and universities show that the predictive value of a student's school record is improved when his test scores are combined with it. Together, these two descriptions of a student predict more accurately than either does alone. Some colleges have developed formulae which relate these factors, and the College Board is now considering establishing a center for such computation.** On the other hand, many admissions committees weigh school performance and test scores only in the context of all information concerning a candidate.

A further refinement in the predictive process has been noted when the type of school environment from which an applicant comes is considered along with his school record and test scores. Here, a school's curriculum and the percentage of its students preparing for college are more important than whether it is publicly or privately supported. Preliminary reports on a recent study at Tulane suggest, for example, that when predictions used only test scores and school grades, students who applied to Tulane from schools similar to ours and who had modest scores on tests of mathematical aptitude were being under-rated while those with high scores were over-rated.***

What do test scores add to the picture of a candidate for college? Most im-

portantly, they put all applicants, on this one measure only, on an equal footing. Gross distinctions among students of different powers can be made, uninfluenced by differences in school curricula and standards of marking systems, or by the subjective judgments of teachers who grade student achievement. In this sense test scores tend to "protect" a student while his school record "exposes" him. Test scores are probably most influential in admission selections when the college knows little of the applicant's school. Some colleges find that as many as a third of their applicants each year come from schools previously unrepresented on their campuses. A number of schools, including ours, now send colleges factual descriptions of the whole senior class, thus providing information about the particular background against which any one student's credentials may be interpreted. We are also registered with a bureau which compares school and college grades, telling any college to which our school is unknown how our graduates have performed in a variety of institutions — sixty-two in the last three years.

The tests which our students use most widely for college admission are those of the College Entrance Examination Board (CEEB). One type, the Scholastic Aptitude Tests (SAT and Preliminary SAT), measures general power to do the things expected in college courses: to reason about problems presented in words and numbers, to use words discriminatingly, to draw inferences, to relate ideas, to read efficiently. These processes have been at the heart of a student's education for some years, and his ability to cope with them began to be developed from his earliest experiences. He has taken some kind of a standardized test — aptitude, reading, or arithmetic — in most of his academic years because the results are useful to faculties in designing and evaluating teaching.

To measure the ability of a student to continue learning in an academic environment, the SAT confronts him with new situations to reason about, not with questions to be answered by remembered facts. The verbal section of the test emphasizes the use and understanding of words, of a vocabulary probably more closely related to a student's reading than to his speech. Questions in this section expect identification of such things as the sense of a passage, applications of an author's idea, and the methods by which a point is conveyed. In the mathematical section algebraic and geometric facts are used to solve problems. Some problems require judgment as to whether the information given is sufficient for a solution; others call for recognizing what relationships follow from a given relationship. While relevant to college work in mathematics and science, this section of the test measures abilities also useful in other studies requiring symbols or graphs, such as logic or economics.

A second category of CEEB tests is a series of Achievement Tests, each measuring the use, again, of learning, but this time of experience more specifically related to a field of study. On these a student uses facts already learned and

methods of analyzing situations already practiced to reason about problems he has not seen before but which are similar to those tackled in courses. Recent additions to the achievement tests offered are listening tests, in spoken foreign languages, and a writing test, the Writing Sample. This last, requiring an essay, not choices from multiple answers, is not scored by machines. Copies of student answers are sent to colleges which use the essay in several ways: some consider it supplementary evidence of intellectual ability to probe a topic; some use it for placement in composition courses; some are altogether skeptical of its practical use. Interestingly enough, this is the CEEB test which most directly dictates school curricula. Colleges which require it — and they are few to date — are forcefully saying that the power to write under pressure is significant for success in their courses. Such an injunction is welcome in our school where compositions are a regular part of many courses, and it may stimulate revisions in schools now using multiple-choice rather than essay tests and asking students to write infrequently. Another new test will appear next January, in European History and World Cultures, reflecting the additional emphasis on this area in both school and college curricula.

The tests of the CEEB are scored on a six hundred point scale, 200-800. In spite of this range, the scores discriminate only crudely between students. While there is a significant difference between students whose scores are 300 and 600 respectively, this cannot be claimed for those with scores of 600 and 650. If a student takes the same test twice, his scores are likely to differ at least as much as sixty points without registering any change in his ability. In other words, a score of 475 should be considered as probably falling anywhere between 445 and 505. This is one reason why we report scores to students in relative categories, not in actual numbers. As we are accustomed to think of numbers as expressing differences, it can be misleading to use numbers when scores of, say, 565 and 580 indicate rather similar performances, less different than the numbers between the two scores might suggest. Because the present SAT's do not distinguish sufficiently among applicants for some colleges, the CEEB is considering two new forms: one more challenging for the ablest and most advanced students and another more appropriate to the experiences of students who now test below the middle ranges.**** The standardization of test scores makes the results on one test comparable to those of another. A student's score on the aptitude test is not influenced by the quality of the particular group taking the test the same day he does. While a score on an achievement test is influenced by the aptitude scores of other students taking the same test, the results still make it possible to differentiate the performance of one student from that of many others. Scores on both kinds of tests show a student's performance in relation to that of others, not in relation to a perfect performance.

While we know that a student's test scores on similar tests may change without necessarily showing deterioration or gain in power, we also have some evidence that neither coaching nor uneasiness influences the aptitude test results. Seven

studies on the effect of specific drill for the SAT have been undertaken in the last ten years. The most recent one, conducted by Dean K. Whitla, Director of the Office of Tests, Harvard University, confirmed the results of earlier projects and concludes, "Scores made by the coached and the uncoached were not significantly different."***** Recently over two thousand students who took the SAT were given another aptitude test but told the results of it would not be sent to colleges. This was an investigation of the degree to which feelings of anxiety about college might affect scores. Boys scored the same on both tests; girls did slightly better on the mathematical section of the test to be reported to colleges than on the one not so used.****** Of course, there are always individual situations which seem to contradict such conclusions. Whenever we find such a case, we discuss it with the colleges of a student's choice. It is heartening that, in reply, the colleges, more often than not, urge us to remember that test scores are only one facet of an applicant's dossier.

Our students take CEEB tests in the junior year chiefly for guidance. Those interested in colleges which require these tests in the senior year can be advised about how their test scores compare with those of students in the colleges. Some few sophomores in advanced courses which they do not expect to continue may also take achievement tests. Since achievement tests should be taken while the student is studying the subject, May of the junior year may be the most appropriate moment for a student to be tested in a one-year course, such as Physics, or in a foreign language he does not intend to continue in the senior year. A few students want a college to make an early decision on or appraisal of their candidacy, and these applicants are expected to offer junior year test results. Senior year tests depend on the colleges to which a student applies and are indicated in the catalogues. A number of colleges which used to require achievement tests in March of the senior year now require them in December or January in order to announce their decisions in April instead of May. Obviously continuing subjects, English or foreign language, for example, are more suited to testing at this time than subjects begun in the senior year, such as Chemistry. We believe a student should have all test scores reported to his chosen colleges so that any generalization about his potential or his performance may be based on more rather than fewer particulars.

Perhaps the most disenchanting aspect of the tests these comments attempt to put in perspective is their virtual failure to assist a student's learning. He never sees his answers and cannot benefit from their corrections. Repeated practices, taking the tests more often than usual, seems to be about as ineffective in changing scores as is planned drill. In short, a student has discouragingly little control over his results. However, he does exercise great power over his performance in school courses, and this forms the record which presents the most useful evidence of his college promise. Here, then, is where his focus can be most effective.

No matter how well a student does on college entrance tests, he will still be in competition for admission to many colleges with students of comparable power. When colleges try to distinguish among applicants of similar ability, they use devices other than existing tests to estimate "intellectual style," and such vital personal factors as Mr. French described in the last NOTES article. Naturally a school bears great responsibility for communicating evidence of all relevant qualities, but students can play a significant role on their own behalf. Colleges seem increasingly to be listening for notes of student's individuality, of his essential, unique self, Mr. Eugene S. Wilson, Director of Admissions, Amherst College, in his recent remarks at our school, asked students, "What have you done that no one asked you to do?" This question is answered by facts over which a student has complete control. If what a young person chooses to do on his own initiative refines and re-stimulates his reasoning and his ability to convey his reasoning, his chances of testing well are improved, and his capacity to continue learning after high school — whatever environment he chooses — or chooses him — is assured.

VIRGINIA S. DEANE

FOOTNOTES

*Fred M. Hechinger, "Tests on Trial," New York *Times*, January 28, 1962, p. 10E.

**Richard Pearson, College Board *Review*, No. 45, Fall, 1961, p. 9.

***Cliff W. Wing, Jr., "The Use of Test Data in Admissions," ACAC *Journal*, Winter, 1962, p. 27.

****Pearson, *op. cit.*, pp. 8-9

*****College Board *Review*, *op.* cit., p. 3.

******Ibid.*, p. 3.

"PRINCESS IDA" IS COMING TO TOWN!

"Princess Ida? Who wrote that?" Yes, it was our old friends Gilbert and Sullivan, though this is one of their output that is seldom performed. In fact it has been done at North Shore Country Day School only once, in 1934. It has avid fans, however, including Martyn Green, who calls it his favorite.

As is the case with its better known siblings, "Princess Ida" is full of lively lyrics and attractive tunes, designed to provide an evening of delight in a world of ladies who have renounced men, and of men who are determined to prove them grievously in error. A large cast, including some stellar voices, both new and familiar, will carry the story with support from as fine a chorus as has ever graced our stage.

Tickets will be on sale the first week in March. Come and enjoy another evenings with the Lerner and Loewe (or Rodgers and Hammerstein) of England eighty years ago.

A PLEA FROM THE COSTUME COMMITTEE

The Costume Committee is meeting on Mondays, Tuesdays and Thursdays in Leicester Hall to make the numerous, colourful costumes for the cast of "Princess Ida." Recruits are needed badly. Anyone who can wield a needle, however awkwardly, will be warmly welcomed.

EDUCATIONAL LECTURE SERIES

"Adventures in Science," by the G.E. Science Theater will be presented at 10:30 a.m. Monday, March 12 in the auditorium.

The program is made up of a series of scientific demonstrations showing the progress and development which made possible our entry into outer space. Sponsored by the University of Wisconsin, "Adventures" will also suggest ways in which today's students can take advantage of their educational opportunities in order to make similar progress in any field.

Parents are welcome to come and bring their friends.

MARCH CALENDAR

March 3	College Entrance Examination Boards — Here	
March 4	The film, "The Silent World" Auditorium (Auspices of School's Scuba Diving Club)	3:00 P.M.
March 10	Upper School Dance Series — Here	8:30-11:30 P.M.
March 12	Lecture Series — Auditorium	10:30 A.M.
March 17	Middle School Square Dance — Here	7:30-9:30 P.M.
March 22	Opera Matinee — Auditorium	2:15 P.M.
March 23	Opera — Auditorium	8:15 P.M.
March 24	Opera — Auditorium	8:15 P.M.
March 28	Wednesday — Spring Vacation begins. Dismissal time to be announced.	
April 11	Wednesday — School opens	8:25 A.M.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

May, 1962, Vol. XXIII, No. 5

CONCEPTS IN THE TEACHING OF GRADE SIX SOCIAL STUDIES

The most difficult choices are not between good and bad, but between good and good. This is not only true for the individual, as Santayana wrote, but to a large extent is true for the teacher as well. In the field of Social Studies, not only does he have to sift through the vast body of written history for material that is relevant or pertinent for the age level he is teaching, but increasingly, as the Social Studies have drawn on geography, economics, sociology, anthropology, and even psychology, he has had to make choices among the different academic disciplines that make up the social sciences. The choice of material, and indeed the choice of discipline that is to be stressed, is necessarily a highly individualistic one. It depends on the individual teacher's interests and experience. And indeed, it ought to. Teaching, if it is to be a creative process, must reflect the preferences, the interests, and even the biases of the teacher. The private school, with its smaller size and greater flexibility, has the advantages of making this possible. Curriculum need not be rigid. Nor need the choice of material or methods. A wide range of choice is given to the teacher. But with this amount of individuality in the choice of the material, is there not a danger that the Social Studies curriculum will be little more than a hodge-podge of individual preferences? Is there no significant order in the teaching of history? Aren't some things really more important to teach than others? Is there no real priority? If so, how then do you achieve it in a Social Studies curriculum?

The answer in The North Shore Country Day School has been: more important than the choice between or among specific areas of subject matter are the generalizations or concepts the student forms from the material. The "curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to the subject." (Jerome S. Bruner, *The Process of Education,* Harvard University Press, Cambridge, 1960, p. 31) Bruner argues that this is important for four reasons: first, to make the subject more comprehensible; second, to aid memory, for unless detail is placed into a structural pattern it is rapidly forgotten; third, as a basis for transfer

of knowledge from one specific situation to another; and last, to narrow the gap between "advanced" knowledge, a problem particularly in the teaching of science. If one accepts Bruner's thesis, then the actual choice of subject matter takes on less importance, in the sense that it is not that important whether the Greeks or African tribes are studied in a 6th grade. The important consideration is what sort of generalizations or concepts this material can lead the student to discover. The body of conceptual knowledge becomes more important than the body of factual knowledge.

Even accepting the importance of concepts, the Social Studies curriculum could still be a pretty random affair. What concepts? Who is to say what is a concept, and what is not? Which are important? Bruner is probably right when he says that this is where the intellectual community at the top of their disciplines needs to work with school teachers, but in light of the lack of unanimity among social scientists and historians themselves as to what are the important concepts of Man's social behaviour, the faculty of the Social Studies department have drafted their own concept list. It outlines those concepts pertaining to human motivations and desires, those problems of providing for material, social, spiritual and aesthetic needs that teachers in the department have considered important in their teaching of the Social Studies. It is not envisaged as an intellectual straight-jacket for the teacher, but it does serve to co-ordinate the teaching throughout the fourteen years of the school in this one field. The extent to which the concept list is actually used is difficult to assess. Certainly few teachers go through their year's curriculum with an eye to using specific data to teach specific concepts. Yet it does influence the choice of material, for the concept approach to teaching demands material with sufficient detail to permit the student to make significant generalizations, such as readings in source material. One of the criticisms that can be levelled at many of the school textbooks, particularly those written for the lower grades, is that they leave little to the student, the generalizations are spelled out; in fact many are little more than a recitation of generalizations. The concept approach to teaching will also affect the method of teaching. Discovery by the student is emphasized. Strictly speaking a concept probably cannot be taught; it must be deduced by the student. Dewey wrote that "no thought, no idea, can possibly be conveyed as an idea from one person to another. When it is told, it is, to the one to whom it is told, another given fact, not an idea." (John Dewey, *Democracy and Education,* MacMillan, New York, 1916, p. 188, (1958 printing).)

So one finds on visiting classes in this School that the teacher seldom assumes the role of a lecturer, but is rather a group discussion leader; he is found more

frequently asking questions than supplying answers. One's study of Man and his past is not regarded as an examination of a fixed, immutable body of knowledge but rather as an incomplete record subject to differing interpretations, liable to differing shades of meaning. The teacher who is guided by the concept approach to teaching is problem-oriented in his thinking.

The sixth grade Social Studies' curriculum began as a study of Africa and Asia and has gradually evolved into a study of primitive societies and early civilizations. This choice certainly reflected the teacher's interest, background, and conviction, but it also is subject matter suitable for the age level. It fits in with Whitehead's "stage of romance." This age child, still in the "gang" stage himself, is psychologically attuned to a study of primitive societies. One school of thought has seriously contended that he is not too far removed from it himself! The basic concepts are geographic: the effects of climate, terrain, and location (proximity to rivers, oceans, and mountains) on patterns of life, food, supply, shelter, and clothing. The concept list covers these ideas with the statement: (all passages in quotations that follow are from the concept list, unless otherwise indicated).

"The need for food is basic to all human life. Clothing and shelter, although less basic, are fundamental to social development. Provision for material needs is affected by natural environment." From a study of the Eskimo, the Berbers, and the Kalihari Bushmen, the sixth grader can come to an appreciation of the concept that natural environment "may restrict the use of the available materials, as in the case of hardship conditions such as severe climate." So far, there is little that is new. This material has been used by teachers of geography at this age level for years. What is perhaps different, though, is that at the end of the year we can have a test on the geographic concepts learned in which we approach an imaginary land mass where the location of mountain ranges, rivers, deserts, river valleys, resources, etc, are given, and work out a set of hypothetical problems related to different patterns of life.

Concepts dealing with development or change tend to be more difficult for the twelve-year-old to grasp. Here anthropological concepts have been relied upon heavily. Anthropology with its systematic study of social organization provides the "structure" for the more profound study of the people of the world than is usual at a sixth grade level. We study the progressive evolution of Man from the hunter-gatherer (Pygmies), to the herder (Zulus), to the primitive farmer (Pueblo Indians), to the stage where Man develops early river civilizations (Egypt, India). Here we are stressing, albeit indirectly, another concept: the natural environment

"may stimulate improved technology or more efficient productive organization." We also see how the "provision of material needs is affected by technology: a society's command of information, skill, etc." Herein lies the story of Man's technical progress, starting with such primitive applications of the lever as the use of the club, inventions such as the boat, the plow, the wheel, and on to the stage of the Industrial Revolution. Certain economic concepts, too, can be broached through this study. There are differing concepts of wealth, which we learn from studying the herding cultures of East Africa where cattle is the standard. Many primitive societies have different concepts of property, often some form of sharing, or communal ownership. Education, the learning of skills, the specialization of labor are examined as contributing to economic efficiency, pre-requisite to the development of any civilization.

So far I have commented on material in which the conceptualization was largely from things concrete. However, once you enter into the realm of social and political concepts, the material itself is abstract. The child has to discover his concepts, themselves abstract ideas, from another group of abstract ideas. This process is fraught with difficulty for the twelve-year-old. But by using anthropologically oriented material again, many significant concepts of government can be learned. What makes this possible is the fact that the anthropologist approaches society and political organization in its simplest form. From the study of tribal society, the sixth grader can grasp certain concepts of social need, such as: "Individuals living together create a need for regulation.... Regulation which is unsystemized, tacitly understood, as in custom, unites family, clan, and tribe. The size of these unified groups may be determined by a need for protection, available food supplies, a need for community labor, religious observations.

"The regulation which is systematized and codified helps create towns, cities and states.

"The major purpose of these political (territorial) organizations is the security, welfare, and continuity of the group."

Though Man in his most primitive state, such as the Kalihari Bushman, is apparently peace-loving by nature, by the study of the Zulus or the Aryan invaders of India the student can deduce the principle that war is one way in which "Groups ...relate to one another." Also: "Wars are usually fought with some hope of economic gain on the part of some members of the aggressor groups."

Concepts pertaining to spiritual and aesthetic needs are, of course, the most

difficult for the sixth grader to understand. The twelve-year-old can often have strong aesthetic feelings, but they are usually quite unselfconscious, comething felt, not to be explained or expounded. We do contrast the Taj Mahal to the log cabins of Jamestown, both having been built about the same time, but the comparison is more in terms of the size, wealth, and social organization each represents, rather than in aesthetic terms. Religious concepts are no less baffling. Those few sixth graders who do have religious training have not gone far beyond the recitation of their respective dogmas, and at this age it is probably important not to challenge or disturb such beliefs. But for the many, and this is certainly a large majority, who have no appreciation of the Bible, either Old Testament or New, from the point of view of a religious code or even as folklore or myth, some discussion of spiritual concepts is important. Through a brief study of primitive religion, as well as a superficial comparative study of Islam, Hinduism, and Buddhism, the students are brought into contact with this area of human experience. At least they consider such concepts:

"Individuals in groups have a need for establishing meaning for existence....and for symbols which express these meanings."

In passing, it should be noted that history as such has little to do with the study. Though there is sequence, it is not chronological, or if chronological only so incidentally. This reflects the interest of children of this age. They have little sense of historical chronology or time sequence. To one born in 1950, even World War II has something fairly ancient about it!

A closing note with regard to the concept approach to history and the Social studies. Ideally, this process goes on in each grade in the School. Generalizations are made from the different factual material presented each year, with growing levels of sophistication and insight. One has what, in teacher's jargon, is called "a spiral curriculum," where a concept like "The major purpose of political organization is the security, welfare, and continuity of the group" would underlie a visit to the police station in the first grade, a study of the medieval castle and manor in the fifth grade, Athenian democracy in the ninth grade, and the New Deal in the senior class.

One of our teachers was reported as saying, "The point of our working with concepts is to try to make sense out of Man's past. If there is nothing to hold

together the events of the past, to relate them, then history just becomes what Huxley called 'one damn thing after another' and that's all."*

JOSEPH NOLD

*David Mallery, *Asia and Africa in the study of history*, National Council of Independent Schools, Boston, 1962, p. 26.

S.O.S. TO ALL PARENTS

The Educational Lecture Series for 1962-63 is in the planning stages. WE WOULD LIKE YOUR IDEAS.

Some of the suggested topics are *Soviet Education, The Chicago Police Speak, Realistic Sculpture, Television, Modern Poetry, Mountain Climbing, Patterns in Photography.* Some of the suggested speakers are *Marguerite Church, Dr. Katherine Kochno* (from the U.S.S.R., now Professor at Loyola), *Gwendolyn Brooks* (Pulitzer Prize Poetess), *J. A. Volvin* (Canadian Consul), *Keki Bhote* (former newspaperman in India, now American businessman).

WHOM WOULD YOU LIKE TO HEAR? Please send your favorite subjects and speakers to Helen Joseph at the School.

PHYLLIS PERKINS
for the Educational Lecture Series Committee

REMINDER TO PARENTS

If your child must be absent, please call the School as early as possible to report the absence and the reason for it. Assignments are supplied on request only and must be asked for daily.

CALENDAR

April 30	10th Grade Meeting ..... 8 P.M. Walling Hall
May 4	May Day ..... 10:30 A.M. Auditorium
May 15	G.A.A. Banquet ..... 6:30 P.M. Lunch Room
May 19	College Entrance Examination Boards ..... Dunlop Hall Upper School Dance ..... 8:30 — 11:30 P.M.
May 25	Senior Play, *Tiger at the Gates* ..... 8:15 P.M. Auditorium
May 28-29	Two programs, both at 10:30 A.M., commemorating Memorial Day, directed by Dr. Karla Landau. "Last Letters from Stalingrad," translations of letters by German soldiers of World War II, will be presented on May 28, followed by "Consecration to Peace" on May 29, presented by German students.
May 30	Memorial Day Holiday
June 6 through 12	Upper School Examinations

The North Shore Country Day School Winnetka

notes

June, 1962, Vol. XXIII, No. 6

SOME THOUGHTS ABOUT OUR VALUES

Recently I asked the seniors to tell me what they valued most in their school experience. Our talks were informal and spread over some weeks and provided a view of the School I should like to pass on to others as a matter of interest worthy of some note.

There were two purposes behind these discussions. It seemed probable that the seniors would have some opinions which would be helpful in judging the degree to which the School's program serves its purpose. And secondly, the attempt to make explicit the values inherent in the program promised a better understanding of these values – and thus a better foundation for thought about the opportunities they will find next year. Certainly the first purpose was well met, and it is too soon to know whether or not this clarification will serve the seniors in the years ahead.

It would be difficult to report the flavor of these talks and yet their substance will give some evidence of the quality of thought involved. The notes I took of the seniors' remarks reflect a strong interest in the academic life of the School. Fifteen out of nineteen girls have been regular participants in seminars doing college level work, but only one planned to seek credit for this effort. Eighty per cent can point to one or more instances of "friendly faculty influence" as the initial cause of some intellectual interest. Twenty per cent could remember being driven by a teacher to performance which later became an interest. One in twenty felt the danger of an easy friendship with teachers as a cause for "spoon feeding" replacing the honest work essential to real progress.

Girls more frequently than boys raised some aspect of the teacher-student relationship but both sexes appear to put this at or near the top of the list of virtues of the School. They believe: an easy, friendly relationship with a teacher adds to the desire to work and makes the teacher a welcome advisor; friendship with a teacher breeds respect for the teacher's interests and thus fosters student interest in non-curricular areas; it helps to have a sense of joining with a teacher in mutual investigation; a variety of conferences, after class and lunchline chats, and written comments demonstrates the faculty interest in individuals for whatever worth each may have; teacher attempts to make learning both the responsibility and the pleasure of the student are well directed; the faculty's intellectual curiosity and alertness are contagious in some notable degree; teacher respect for intellectual maturity in students stimulates better thought; students recognize and approve the freedom given teachers. No attempt was made to set a scale for measuring the relative importance of the relationship between student and teacher, but I rather think the Class of 1962 has memories it will cherish and faculty stimulated interests they will follow.

A close contender for importance in their school experience is the sense of responsibility they have been led to hold towards their individual and group lives. They comment on: the challenge to present a topic in Morning Exercise in a manner which will hold the interest of a wide range of ages; the opportunity to organize a special interest group; the occasional chance to teach a class of younger students; the times when they dance, play, or work with younger children; the freedom to depart from beaten paths; the times when they have been influential in school affairs; the periods during the day when they are free to waste an hour. And they fit into their thinking about a growing sense of responsibility an immense number of jobs to be done in publishing the *Purp* and the *Mirror,* in organizing the Toy Shop, in library work, in proctoring study halls, in cleaning rooms at the end of the day, in meeting the charge given the Student Council, or arranging trips for the Ski Club. Surprisingly, nowhere in my notes, or memory, do I find the suggestion that an attempt to play a responsible part in an organization must often lead to the development of the skills and attitudes of leadership.

Boys more forcefully than girls claimed for athletics a spot in the sun, but both commented on team play which gives to an individual the chance to accept and manage his relationship to others in a common effort. Apparently they take for granted a growing physical strength, health, and even the courage that some games require, while explicitly honoring the attitudes which develop under the pressure of a team contest.

Twice in my notes are to be found comments in support of the requirements in art, music, shop, and drama. Some people would add to the required list a course in sewing for girls, and there was some interest in an intellectual approach to home management, i. e., an introduction to the guiding principles rather than training in the skills important to the housewife. It appears that the compulsory nature of the arts program is the key. Boys who would have stopped music but for the faculty rules, girls who now wish they knew more about art, both value such requirements that pushed them into an experience in the arts which they might otherwise have missed.

There were other values noted, sometimes without general agreement. It was said that the school leans heavily on its traditions such as May Day, the Christmas celebrations, Morning Exercise. Some felt that the separation of boys from girls in homerooms and in some classes minimizes some useless competition and allows for normally different interests. Most are glad that the School remains small. A few felt that recurring experiment and change were important factors in creating an atmosphere conducive to learning.

In concluding this report I should like to call your attention to the fact that no attempt was made to strike a balanced judgment of the School. The discussions were instituted to cast a light on our more important values — not to compare performance with ideals nor ferret out our weaker links. If we know a little more about the effectiveness of our efforts, one purpose has been served. If the Class of 1962 leaves us with a better understanding of the values which control our educational planning, a second purpose has been met.

NATHANIEL S. FRENCH, *Headmaster*

TREASURE CHEST

With this issue, *Notes* has gone to press for the last time for the 1961-62 school year, and as there has been no complete report of Treasure Chest's activities, we wish to bring you up to date:

REPORT ON 1961 BENEFIT:

RECEIPTS:			
Donations	$1,702.00		
Reservations	3,419.50		
Chances	1,243.00		
Cookbooks and Miscellaneous	36.12		
TOTAL RECEIPTS:	$6,400.62		
DISBURSEMENTS:			
Administrative and Mailing		$ 236.92	
Decorations and Orchestra		294.11	
Chances		450.25	
Dinners		2,114.00	
Club charges		267.50	
TOTAL DISBURSEMENTS:		$3,362.78	
NET PROFIT:	$3,037.84		
BALANCE IN BANK, September 13, 1961			$2,299.18
NET PROFIT, 1961 BENEFIT			3,037.84
BALANCE IN BANK, May 1, 1962			$5,337.02

CAROLYN R. BENSON, *Treasurer*

So far, we have been able to acquire for the School the following items: Singer sewing machine, Lawn-Boy power mower, Bell & Howell slide projector, G.E. fan for the Boys' gym, R.C.A. record player, Skil-saw portable electric saw, clippers, Playskol toys, a giant steel tape line; still leaving a sum of $2,500.00 from the benefit party which will be disbursed when our newly formed Woman's Board has made its recommendations to the Board of Directors.

At this time, with gratitude, we wish to tell you the names of the women who have graciously accepted the Board of Directors' invitation to serve on the Woman's Board; and through it, we hope the many varied talents and abilities of all North Shore Country Day mothers will be expressed to the best advantage of the School:

President: Mrs. Myron F. Ratcliffe
Vice Presidents: Mrs. Henry Bartholomay, III
Mrs. L. Gifford Gardner
Mrs. Daniel C. Searle
Secretary: Mrs. Paul W. Guenzel
Corresponding Secretary: Mrs. Charles H. Newman
Treasurer: Mrs. Granger F. Kenly
Ex-Officio: Mrs. Nathaniel S. French
Mrs. William W. Talley

FOR ONE YEAR:

Mrs. Henry Bartholomay, III
Mrs. John T. Benson
Mrs. W. Newton Burdick, Jr.
Mrs. John H. Denson
Mrs. John Massey
Mrs. Charles H. Newman
Mrs. Joan D. Loeb

FOR TWO YEARS:

Mrs. Adam A. Breuer
Mrs. Paul W. Guenzel
Mrs. Lawrence Howe, Jr.
Mrs. Granger F. Kenly
Mrs. John M. LeBolt
Mrs. Myron F. Ratcliffe
Mrs. T. Hamil Reidy

FOR THREE YEARS:

Mrs. James A. Babson
Mrs. Dimmick D. Drake
Mrs. L. Gifford Gardner
Mrs. James G. Maynard
Mrs. William B. Morse
Mrs. Daniel C. Searle
Mrs. Rollin D. Weary, Jr.

This year's Treasure Chest feels that we have now completed our work for the 1961-62 school year; and with high hopes and much success to our Woman's Board we all look forward to bigger and better things to come.

Respectfully submitted,
JOAN B. WEARY, *Chairman*

. . . MAY DAY

On behalf of the sophomore girls and boys, as well as myself, I wish to extend my warmest thanks to all the students and faculty members for the valiant help they gave us on May Day. We also want to thank all of the parents who sent us such beautiful flowers.

For the first time in many years the queen could be crowned on the green. Anne Darrow and her attendants Judy Burdick, Molly Fay, Lea Durham, and Anne Pugh, held court and were celebrated with songs and dances.

Our very special thanks to Mrs. C. H. Newman who aided us so much with the dresses.

KARLA LANDAU

COLLEGE ADMISSIONS

College admission is an increasingly competitive affair. The Class of 1962 is to be congratulated on having earned acceptance in a representative group of colleges and universities.

Girls have been admitted to Bryn Mawr, Radcliffe, Pembroke, Vassar, Skidmore, Wheaton, Connecticut, Bradford, Briarcliffe, Bennington, Barnard, Mt. Holyoke, Pine Manor, Mills, Sophie Newcomb, Wells, Sarah Lawrence, University of Chicago, Smith, Rollins, Garland, Washington University, Monticello.

Boys have been admitted to Bowdoin, Tulane, University of Vermont, Whittier, Middlebury, Wesleyan, Colby, Harvard, Williams, Park, Cornell, Union, Stanford, Duke, University of Miami, Coe, University of Arizona, Lafayette, Boston, Yale.

SCHOOL OPENS

Thursday, September 13th at 8:25 A.M.

The North Shore Country Day School Winnetka

notes

October, 1962, *Vol. XXIV, No.* 1

ONCE UPON A TIME

Once upon a time, long, long ago there was a kingdom which was small but very happy. It was built upon a plain at the foot of great mountains, and a river of cold, clear, water ran down from the mountains and wound its way across the plain making fertile farmlands and a bountiful supply of water. The king of this realm was young and energetic, courageous and strong, and he and the queen were very happy with their two children, the prince who was eight and the princess who was three.

Surrounding this pleasant kingdom were some larger and more powerful nations who were envious of its wealth, and one day the sad news came that a column of soldiers was marching to attack. The king called forth his military men, donned his armor, said goodbye to his queen, the prince, and the princess, and mounted his horse to lead the armies in defense of the kingdom. Trumpets blew, flags waved, sad farewells were made, and he rode away to the north to meet the invaders.

Unfortunately this story has an unhappy fact to tell. The brave king unsheathed his sword, gave the honored battle cry, and led his men into battle. They fought bravely and well in defense of their homeland and their families. But the king fell in battle and was carried to the rear where it soon became clear that he was dying. As he lay there growing weaker, a messenger rode in with the news that the battle had turned and the invaders were in retreat. The king called an aide and sent a last message to the queen: "Tell the queen that the prince is to be educated to love what is good and to hate what is bad." Those were his dying words.

Now when the queen got the news of the king's death and his message about the education of the prince, she first declared a period of mourning and then sat with her children to ponder the education of her son. After a time she called together the wise men and told them that she had heard from the king that he wanted the prince to be educated to love what is good and to hate what is bad, and she asked their advice.

Said one of the wise men, "There is an ancient proverb which says, 'Prove all things and hold fast to that which is good.' " And the queen thanked him and said she believed this to be what her husband had in mind. Another wise man offered the advice that ancient Babylonians taught their children to believe that "He who meditates oppression, his house is overturned." Another said that the Hindus taught: "Utter not a word by which anyone could be wounded." Another wise man said that the ancient Hebrews told their children in the book of Exodus, "Honor thy father and thy mother." And another said that Homer, the

Greek, advised: "Choose loss rather than shameful gain." Still another told that the ancient Egyptians said, "Regard him whom thou knowest not." And the last of the wise men expressed his admiration for Homer's advice: "Hateful to me as are the gates of Hades is that man who says one thing and hides another in his heart."

The queen thanked all the wise men and left them to go back to her children so that she might think how best to carry out her husband's command. She was grateful to these men but felt misgivings as she thought of a tutor teaching to her children the wisdom of the ancients, and she decided to walk forth among her people, disguising herself with a long cloak and a scarf over her head. She slipped out of the side door of the palace and wandered through the city, listening to people in the market place and wondering. The walk led her by a schoolyard and there she saw children playing. She stepped inside the yard and watched the group for a while before she asked one of the boys what he thought was worthwhile to like and what he thought should be hated. The boy promptly said that he hated Johnny who was a bully. The queen thought and asked him if he liked Johnny when Johnny was not a bully, to which the boy replied, "Of course, we play together." He frowned a little and looked puzzled when she said that she thought it more likely that he disliked bullying than that he disliked Johnny. Their conversation attracted others, and the queen asked her question of a girl who quickly answered that she liked the boy who takes turns on the seesaw. Another child stepped forward to say, "My family always tells the truth," and the queen thought to herself that this would support this child in truthfulness, but more than this it would help the child to learn to love the truth. And so the conversation continued in that particular schoolyard as it might have in any other schoolyard.

At last the queen turned away and continued her walk, but as she made her way back to the palace it seemed to her that the children had been as helpful as had been the wise men. She let herself into the palace through the side door, summoned a messenger, and asked him to seek out the best teachers in the land. When these men and women came before her, she told them the story of her husband's death, his command that the prince should be taught to love what is good and to hate what is bad, and she reported her conversation with the wise men, before going on to talk about her experience in the schoolyard. The teachers nodded their understanding, and then she asked them to choose one among them who should be the tutor for her son and to send him next day to the palace to begin his responsibilities as teacher of the prince of the realm.

Now a long time passed while the prince grew and was taught, but at long last he was 21 years of age and it was time for him to become a man. Upon the day of his birthday the queen called together the wise men, the Privy Council, and the heads of all the departments for a very special occasion, and they all came in their very finest robes and took their proper places in the great hall of the palace where they chatted quietly with one another until the trumpets blew and the queen entered the room to take her place upon her throne. She explained to all those who were gathered there that the prince had reached that day his state of manhood and would accept the responsibilities which fall to the king of the realm. Then she sent a messenger to get the prince, and the hall was hushed as the strong and confident young man crossed the room and knelt before his mother who sat upon the throne. The queen rose and greeting him in a voice which all could hear announced that she wanted now to step down from the throne and to recognize him as king of the realm.

The prince smiled to his mother and turned to face the room. In a firm, clear voice he said, 'Twelve years ago our kingdom was threatened by invaders from the north, and my father donned his armor to fight in defense of the land. Since that time he has been honored for his bravery as a soldier who died in your defense.

Now as I take my place on this throne, I pledge to you and to the memory of my father, my best efforts to rule as the king would have wished. It shall always be my purpose to assist what is worthy of honor and to eliminate from the realm all that is rightly a thing to be hated. In my rule as king of the realm I shall teach you to honr my father for his wisdom."

And they lived happily ever after.

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* Every year at the opening Morning Exercise, Mr. French greets the whole school and welcomes them with a fairy tale which he writes for this occasion. It has seemed to the editors that parents would enjoy knowing about this custom and we have asked him to write out the story he told this year.

AN OPEN LETTER FROM THE PARENTS ASSOCIATION

As another school year gets under way, the Parents Association wishes to extend a warm welcome to the "new" parents – and to let the "old" parents know that we are very glad they are back.

Judging by statements made by our Headmaster, the year ahead should be unusually promising. We hope you will make the year even more rewarding for your children – and yourselves, for that matter – by participating in one or more of the School's many parent activities, partly because of which North Shore is outstanding among independent schools.

Beyond this, we, as School parents, have a further responsibility which is not always too well understood.... and that is, to provide along with alumni and friends supplemental financial support which the School must have if it is to continue to offer the kind of an education we want our children to have. Tuition alone does not cover the School's operating or building improvement costs.

This year we are re-establishing, at the request of the Board of Directors, a Parent Annual Giving Fund. You have received a letter informing you of this important undertaking. It is our hope you will give it your earnest attention.

Cordially,

JAMES R. WILSON
President, Parents Association

STANDARDS COMMITTEE

Parents are strongly urged to clear dates for class parties on a social calendar which will be kept by Jean Talley or Elsie Harridge at school. In this way several parties will not take place on the same weekend.

MRS. FRANCIS WILSON, JR.
Chairman

The following pages are for your reference throughout the year. Please save!

THE 1962-63 EDUCATIONAL LECTURE SERIES

MONDAY, OCTOBER 29
MOUNTAIN CLIMBING IN THE PERUVIAN ANDES – *Illustrated*
Harold F. Walton, Professor and Chairman,
Dept. of Chemistry, University of Colorado

MONDAY, NOVEMBER 19
CANADA'S ROLE IN THE WESTERN HEMISPHERE
J. A. Colvin, Consul of Canada

MONDAY, DECEMBER 10
THE CREATION OF SCULPTURE – *Illustrated*
Sylvia Shaw Judson, Sculptor

MONDAY, JANUARY 14
"THE BEANEATERS"
Gwendolyn Brooks, Pulitzer Prize Winning Poet

MONDAY, FEBRUARY 4
"POLICE 5" – *Demonstration of new communications system*
Lt. William Miller, Communications Center,
Chicago Police Department

WEDNESDAY, FEBRUARY 27
DEMOCRACY IS NOT ENOUGH
John Scott, Special Correspondent, TIME Magazine

THURSDAY, MARCH 14
"SINBAD THE SAILOR" – dramatic production
Wisconsin Touring Theater

MONDAY, MARCH 25
THE ART OF SEEING THINGS – *Illustrated*
Arthur Siegel, Photographer

MONDAY, APRIL 15
THE POLITICS OF SOUTHEAST ASIA
Keki Bhote, Author, Lecturer

Be sure to reserve the above dates and join us at the lectures. We welcome your support through the purchase of tickets that were sent to you in the mail.

LYDIA E. SCHWEPPE
DORIS CONANT
PHYLLIS B. PERKINS

ABSENCES

In the interests of quality of work and the best attitudes towards responsibility of students for their own progress, the School expects all pupils to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make-up work," which covers only "out-of-class" assignments. Each instruc-

tor carries a full schedule. Time required to work out special assignments to accommodate a child absent for reasons other than illness deprives that instructor of time belonging to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the School office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission for Upper School students to leave the campus during the school day must be obtained from Mr. Post (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or athletics for doctor's appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the School are normally travelled by bus, and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group unless, in special cases arranged for in advance, they present written noitfiication from their parents indicating that other acceptable arrangements have been made for their transportation.

OCTOBER CALENDAR

October 6	Football — Frosh-Soph — Open Date — Here	10:00 A.M.
	Football — Varsity Glenwood — There	2:00 P.M.
	Middle School Square Dance	7:30-9:30 P.M.
October 9	Seventh Grade Parents Meeting — Middle School	8:00 P.M.
October 10	Music Center of the North Shore Concert	11:00 A.M.
October 12	Woman's Board Party — Glenview Club	6:30 P.M.
October 13	Football — Varsity Latin — Here	11:00 A.M.
October 16	Football — Frosh-Soph Morgan Park — There	2:30 P.M.
October 20	Preliminary Scholastic Aptitute Test 11th and 12th Grades	8:30 A.M.
	Football — Varsity Elgin — There	2:00 P.M.
October 23	Football — Frosh-Soph Reserves Luther North — Here	3:30 P.M.
October 24	General Meeting of Parents Association	8:00 P.M.
October 27	Football — Varsity St. John's — Here	2:00 P.M.
October 29	Educational Lecture Series — Mountain climbing in the Peruvian Andes — Illustrated — Professor Harold F. Walton of the University of Colorado	10:30 A.M.
October 30	Football — Frosh-Soph — There — Open Date	3:30 P.M.

WINTER SPORTS AND SKI EXCHANGE

REMEMBER: we need your ski clothing and winter sports equipment AS SOON AS POSSIBLE to make our November 23rd and 24th sale a huge success! We can use:

Skis	Sweaters	Goggles	After-Ski Clothing	Curling Equipment
Poles	Hats	Racks	Skates	Riding Gear
Ski Pants	Parkas	Books	Skating Skirts	Toboggans and Sleds

Bring all these items to 849 Elm St. on Tuesdays and Saturdays from 10 a.m. to 2 p.m. or call the School at HIllcrest 6-0674 for information or pick-up arrangements. We are accepting articles on consignment or as a tax deductible donation and our success will depend on our merchandise!

All items should be cleaned and in good condition.

COLLEGE REPRESENTATIVES

The following college representatives will visit the school in October.

October 1 Mr. Bovaird, Dartmouth
October 3 Mr. Carhart, Bucknell
October 3 Mr. Handy, Bennington
October 4 Mr. Coleman, Columbia
October 5 Mr. Meinking, Roosevelt
October 8 Mr. McKendall, Occidental
October 8 Mrs. Powell, local representative, Sweet Briar
October 8 Mr. Doerman, Harvard
October 9 Mr. Muyskens, St. Lawrence U.
October 10 Mr. Bryan, Colby College
October 10 Miss Suiter, Converse College
October 15 Mr. Betts, Centennary
October 15 Mr. Alexander, New York University
October 15 Mr. Nelson, Wesleyan
October 17 Mr. Winch, Babson
October 17 Miss Oster, Elmira
October 18 Miss Foss, Lakeland College
October 19 Miss Donaldson, Chatham
October 23 Mr. Walker, Claremont
October 24 Mr. Guthrie, Milwaukee Downer
October 25 Mr. Sullivan, Boston University

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1962-1963

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Assistant to the Headmaster ..... Barbara A. Foote
Secretary to the Headmaster ..... Dorothy S. Roberts
Dean of Girls ..... Virginia S. Deane
Dean of Boys ..... Michael A. Post
Head of Lower and Middle Schools ..... George F. Eldredge
Assistant to Head of Lower and Middle Schools ..... Jessie C. Griswold
Treasurer ..... Lorenz W. Aggens
Administrative Assistant ..... Joseph J. Nold
Assistant Treasurer ..... Elsie V. Harridge
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Registrar ..... Jean K. Talley
Public Relations ..... Helen F. Joseph
Transportation ..... Katherine L. Brunner

Bookkeeper ..... James J. Bergen
Office Secretary ..... Violet Dormody
Receptionist ..... Esther J. Mitchell
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Manager of Day Camp ..... C. Bertram McKinney

LOWER SCHOOL

Fifth Grade ..... Kathleen M. Collingbourne
Fourth Grade ..... Katherine L. Cretcher
Third Grade ..... Nancy C. Fairbanks
Second Grade ..... Frances B. Renoe
First Grade ..... Janet E. Crouch
Kindergarten Teacher ..... Joan F. Keener
Kindergarten Teacher ..... Janette J. Damaske
Assistant Kindergarten Teacher ..... Carter McAlister

MIDDLE SCHOOL

Chairman of the Faculty ..... William W. Steel
English ..... Paul Loomis, Margaret B. Christie
Social Studies ..... William W. Steel, Joseph H. Nold, Margaret B. Christie
Mathematics ..... Virginia Ingram, William W. Steel
Science ..... William C. Provine
French ..... Liliane Durham

UPPER SCHOOL

English ..... Michael A. Post, Richard Lacey, Adrienne L. Baach, June Sochen
History ..... Virginia S. Deane, June Sochen, Samuel Bockius
Mathematics ..Lewis A. Taylor, Elsie V. Harridge, Stephen S. Ober, William W. Talley
German ..... Karla Landau
French ..... Simone Valvo, Sara Hanni, Ann Elizabeth Storey
Latin ..... Anna Eiben
Science ..... William W .Talley, Maritn J. McCarty, Elizabeth R. Chudacoff
Health Education ..... Perry Dunlap Smith

INTER-SCHOOL

Art ..... John F. Almquist, Harriet Hahn
Dramatics ..... Adrienne L. Baach
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Anne B. Strong
Music ..... Vincent B. Allison, Amy F. Lavo, J. Gary Stuart
Physical Education ..... Martin J. McCarty, Sylvia Spencer
Developmental Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

THE BOARD OF DIRECTORS

Lawrence Howe, Jr., President
Thomas F. Geraghty, Jr., Vice President
Robert E. Hunt, Secretary
Lorenz W. Aggens, Treasurer
Nathaniel S. French, Headmaster
William F. Benoist, Jr.
W. Newton Burdick, Jr.
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Foster Hannaford
Robert M. Johnson
Gilbert H. Osgood
Donald S. Perkins
Herbert F. Philipsborn, Jr.
Kenneth I. Russ
Howard E. Sommer
Albert F. Winston

ROOM ADVISORS

6th Grade..Miss Ingram and Mr. Loomis
7th Grade...Mrs. Durham and Mr. Steel
8th Grade...Mr. Nold and Mrs. Christie
9th Grade Girls ..... Miss Sochen
9th Grade Boys ..... Mr. Ober
10th Grade Girls ..... Miss Eiben
10th Grade Boys ..... Mr. Bockius
11th Grade Girls ..... Mme. Valvo
11th Grade Boys ..... Mr. Aggens
12th Grade Girls ..... Miss Deane
12th Grade Boys ..... Mr. Post

THE PARENTS ASSOCIATION

President, Mr. James Wilson, 207 Dickens Road, Northfield ..... HI 6-0541
First Vice-President, Mr. Robert H. Brew, 335 Locust Road, Winnetka ..... HI 6-3293
Second Vice-President, Mr. Adam A. Breuer, 155 Thorntree Lane, Winnetka .. HI 6-3366
Treasurer, Mr. J. Robert Cohler, 653 Hill Road, Winnetka ..... HI 6-2445
Secretary, Mrs. Grinnell Burke, 677 Sheridan Road, Glencoe ..... VE 5-0594

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-Officio, and the Standing Committee Chairmen.

STANDING COMMITTEE CHAIRMEN

Art Library, Mrs. Robert W. Carton, 674 Hill Road, Winnetka ..... HI 6-2347
Mrs. James W. Alsdorf, 220 Chestnut Street, Winnetka ..... HI 6-1078
Athletic — Boys, Mr. Clarence H. Morgan, Jr., 45 Overlook Drive, Golf ..... PA 4-5218
Athletic — Girls, Mrs. Richard L. Merrick, 245 Park Avenue, Glencoe ..... VE 5-2033
Costume — General, Mrs. J. Robert Cohler, 653 Hill Road, Winnetka ..... HI 6-2445
Costume — Opera, Mrs. William Steel, 331 Linden Street, Winnetka ..... HI 6-4782
Educational Lecture Series, Mrs. John S. Schweppe, 30 Indian Hill, Winnetka.. HI 6-7727
Mrs. Howard R. Conant, 736 Greenacres, Glenview ..... PA 4-4994
Mrs. Donald S. Perkins, 2100 Drury Lane, Northfield ..... HI 6-7082
Faculty Teas and Refreshments, Mrs. James J. Brown, 200 Chestnut, Winnetka.... HI 6-1471
House, Mrs. John B. Elliott, 338 Linden Street, Winnetka ..... HI 6-3213
Library, Upper School, Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka ..... HI 6-6189
Library, Middle School, Mrs. Donaldson Pettingell, 1111 Forest Avenue, Evanston.... UN 4-0788
Mrs. Edwin P. Price, Jr., 1215 Spruce Street, Winnetka ..... HI 6-1934
Mrs. John B. Saunders, 925 Oakwood Avenue, Wilmette ..... AL 6-1426
Lunch, Mrs. L. Gifford Gardner, 455 Washington Avenue, Glencoe ..... VE 5-2364
Mrs. Sidney T. Keel, 660 Elder Lane, Winnetka ..... HI 6-0056
Notes, Mrs. Robert K. Strong, 1092 Crescent Lane, Winnetka ..... VE 5-2891
Office, Mrs. Raymond Durham, 9 Country Lane, Northfield ..... HI 6-3925
Publicity, Mrs. Paul Harper, 698 Blackthorn Road, Winnetka ..... HI 6-6352
Safety Council, Mrs. James G. Maynard, 90 Locust Road, Winnetka ..... HI 6-1728
Mrs. Thomas B. Blair, 286 Ridge Avenue, Winnetka ..... HI 6-5656
Steering, Mrs. Ezra Pugh, 928 Hubbard Street, Winnetka ..... HI 6-6192
Steering — Upper School, Mrs. Samuel Lynde, 892 Oak Street, Winnetka .... HI 6-3794
Steering — Middle School, Mrs. Robert B. Jarchow, 1214 Ridgewood, Northbrook.... CR 2-0064
Steering — Lower School, Mrs. Robert M. Johnson, 411 Glendale Avenue, Winnetka.... HI 6-7527
Standards Committee, Mrs. Francis S. Wilson, Jr., 70 Locust Road, Winnetka.. HI 6-1511
Student Activities, Mrs. William Benoist, 765 Willow Road, Winnetka ..... HI 6-5766
Woman's Board, Mrs. Myron Ratcliffe, 82 Indian Hill Road, Winnetka ..... AL 1-7126

GRADE CHAIRMEN

Senior Kindergarten, Mrs. William Ross, 1310 Hackberry Lane, Winnetka .... HI 6-5511
First Grade, Mrs. Richard C. Burnstine, 419 Glenshire Road, Glenview ..... PA 9-1615
Second Grade, Mrs. Stephen S. Ober, 1004 Westmoor Road, Winnetka ..... HI 6-6135
Third Grade, Mrs. John B. Saunders, 925 Oakwood Avenue, Wilmette ..... AL 6-1426
Fourth Grade, Mrs. Hubert Howard, 715 Sheridan Road, Winnetka ..... HI 6-4541
Fifth Grade, Mrs. John S. Schweppe, 30 Indian Hill Road, Winnetka ..... HI 6-7727
Sixth Grade, Mrs. Adam A. Breuer, 155 Thorntree Lane, Winnetka ..... HI 6-3366
Seventh Grade, Mrs. T. M. Thompson, 921 Glenayre Drive, Glenview ..... PA 4-2465
Eighth Grade, Mrs. Joseph M. Brickman, 16 Canterbury Court, Wilmette .... AL 1-1516
Ninth Grade, Mrs. Preston Wells, Jr., 345 Locust Road, Winnetka ..... HI 6-4459
Tenth Grade, Mrs. Henry C. Wood, 650 Briar Lane, Northfield ..... HI 6-0163
Eleventh Grade, Mrs. James G. Dern, 25 Fox Lane, Winnetka ..... HI 6-1756
Twelfth Grade, Mrs. Otto Schilling, 849 Bob O'Link Road, Highland Park ... ID 2-7614
Mr. Henry Bartholomay III, 745 Locust Street, Winnetka ..... HI 6-4551

The North Shore Country Day School Winnetka

notes

November, 1962 — Vol. XXIV, No. 2

SPECIAL ISSUE

ANNUAL REPORT OF THE HEADMASTER

In September, 1962, the School greeted 440 students (231 boys and 209 girls) as it opened for its forty-third year. The Lower and Middle Schools were almost overflowing, and the remodelled Upper School building (Dunlap) fulfilled its promise of adequate space for a larger high school. Across the green from Dunlap the new boys' gymnasium, in use since the previous February, provided expanded facilities as well as a pleasing architectural addition to the campus.

Teachers and Teaching

A strong faculty is continuously seeking and testing fresh approaches to teaching methods and materials.

During the spring term senior English classes met three times a week instead of five, in order to free students for work on individual research projects of their choice. The time relinquished was used for faculty-student conferences about the progress of these studies, while regular class sessions dealt with normal course material. Individual presentations reflected varied interests: one student reviewed Greek tragedies available in translation to discover differing concepts of tragedy; others explored the similarities in Baroque music and literature, Paul Klee's painting, the nature of art forms, the philosophies of Kant and the Existentialists. Two students dealt with modern drama, concentrating on Bertol Brecht, and presented a scene from one of his plays first in the manner of Brecht, then in that of Stanislawski.

Younger children spent a larger proportion of their time developing the skills essential to good reading. Seventh graders are taught how to increase the efficiency of their reading through special techniques such as previewing, judging the author's purpose from titles and topic sentences, and underlining key words and phrases. This is more complex but no more important than the work which still younger children do with the spelling rules, a division of the word into syllables. Most important in reading is the experience which comes to a child when he identifies himself with the story he reads and sees the parallels and analogies between the story and his own daily life, thus developing a better understanding of his experience.

Meanwhile, history students were learning to distinguish between primary and secondary sources and to understand the nature of historical evidence and the way in which the historian reconstructs past events. From this effort emerged a memorable Morning Ex, in which various historical personages described themselves both as fiction writers had portrayed them and then in contrast as historians reconstructed the facts to create an image of the same person.

In the Middle School a group of seventh graders, working largely with source materials, moved only slightly from the discipline of history to the freedom of fiction when they produced a drama of the Constitutional period in American history. In the second grade, dealing more in imaginative than in factual material, it was possible to visit in their classroom Winnetkans who were for the moment Indians of the southwest, squaw, brave, farmer, warrior.

* * * * *

Inspired by their previous success with *Winnie Ille Pu,* Latin IV students left Virgil and Horace long enough to return to the footlights in *Ventus in Salicibus,* a riotous and freely adapted version of *Wind in the Willows.* (To the delight of the Lower School, the headmaster's golf cart doubled at Toad's motor car.)

German students, while learning to enjoy the satisfaction of the mastery of a language, also took pleasure in dramatic efforts, and the ninth grade carried us all happily through a series of Aesop's fables in German. It was a surprise to discover that the seventh grade, in their first year of French, could also present themselves and their study of a language in a play which they did entirely in the language.

* * * * *

Mr. Ethredge conducted a series of mathematics seminars for Lower and Middle School teachers from our own and ten other schools, or school districts, and some of the "new" techniques appeared in various classrooms. Second graders used Base 5 to help establish place value and carrying. Third graders approached fractions and the addition of unlike fractions with Cuisenaire Rods. Fourth and Fifth graders worked with number lines for practice in multiplication facts and the use of the distributive principle in coping with long multiplication. Fifth graders went further in an approach to estimation through an appreciation of powers.

* * * * *

Musically it was an exciting year. The introduction of a new collection of instruments and an approach to the teaching of music in the elementary grades worked out by Carl Orff led to a far better understanding and appreciation of the structure of music and long strides in the growth of the ability to hear and identify the component parts of a composition. It appears now that this approach may be an important addition to the early musical experiences of children.

In the Middle School, in addition to the regular chorus and the special chorus, we were treated to an Eighth Grade Irish folk-tale operetta. In the Upper School the choral singing led toward a Christmas program chosen from Bach's *Mass in B Minor,* and Northwestern University's production of Berlioz *Requiem* attracted seventy-four of our students, faculty, and faculty wives to

sing with them. In March, for the first time in some years, the students presented *Princess Ida.* No sooner was this over than the A Capella and Ensemble were at work preparing a program which they sang in a joint concert with the students at Milwaukee University School. The Commencement music was made more interesting by the inclusion of Randall Thompson and Stravinsky chorales. Beyond this were student recitals of vocal and chamber music, and last, but not least, we enjoyed the concerts brought to us by the Community Music Center. We were most fortunate to have again a series from the symphonic orchestra and programs brought by the Fine Arts Quartet.

* * * * *

The varsity football team completed the season with five victories, two losses and one tie to win the championship in its division of the Independent School League. Three of our players were selected for the North Suburban All-Star team selected by the *Winnetka Talk.*

In basketball we fared less well and came in fourth in our League division.

The baseball team won thirteen games and lost two, winning the championship of its division and placing six boys on the *Chicago Tribune* all-star team for our league.

The girls' varsity field hockey team completed its fifth undefeated season. This string of victories included one over the ladies of the faculty. The girls enjoyed a similar triumph in basketball and even managed to defeat a challenge team composed of the best players from several of the schools which they had defeated individually.

* * * * *

The graduating class deserves much credit for the success with which it gained admission to college. Girls were admitted to Bryn Mawr, Radcliffe, Pembroke, Vassar, Skidmore, Lake Forest, Wheaton, Connecticut, Bradford, Briarcliff, Bennington, Barnard, Mount Holyoke, Pine Manor, Mills, Sophie Newcomb Centenary, Wells, Sarah Lawrence, Agness Scott, University of Chicago, Smith, Rollins, Garland, Washington University, and Monticello. Boys were admitted to Bowdoin, Tulane, University of Vermont, Whittier, Middlebury, Wesleyan, Colby, Harvard, Williams, Park, Cornell, Union, Stanford, Duke, University of Miami, Coe, University of Arizona, University of Paris, Lafayette, Boston University, and Yale. One-quarter of this class got through the first round of the National Merit Scholarship sompetition with letters of commendation or were chosen to be semi-finalists. Four got through to the final classification.

Responsible Men and Women

Far and away the greater part of the School's efforts to develop boys and girls who will want to play a responsible part in their communities went into well-established activities such as the publishing of a school paper and a yearbook, working on the stage crew, sitting in judgment on Morning Exercise programs, cleaning up the grounds on Work Day. It would be a mistake, however, to

underestimate the influence of the academic program on the development of a youngster's sense of worth and function in a social group. Obviously the study of history involves an investigation of leadership in political, economic, religious, and other connotations. Clearly a study of literature can produce a better understanding of individual man in his relationship to other men and to ideas and concerns. Moreover, the day-to-day class experience teaches a child to play a part with others in the search for knowledge, and insofar as this is a search which respects the interests and feelings of classmates, it is a study of the ways and means by which men come to an intellectually respectable answer to a problem.

Perhaps the best evidence of an intelligent and thoughtful effort in the realm of community responsibility is the Student Council drive to reinstitute the practice of inviting a foreign student to join us for the year. During the years when Leicester Hall was used as a dormitory, we had a series of foreign students and very much enjoyed their presence and profited from what they could offer us in understanding of their on countries. But this practice was discontinued four years ago when Leicester became the home of art and music. Thus this generation of upper school students faced a problem to be met first in the realm of ideas and then in terms of practical considerations. Working with the American Field Service, they received permission to form a Chapter, they got the blessing of the Board of Directors in the form of a scholarship for the student, and they committed themselves to raise the sum of $650.00 toward his expenses. Efforts to raise the money displayed a remarkable ingenuity and included a village-wide drive to empty people's basements of bottles bearing a refund value, a day-long car wash, and a Chinese auction at which they sold a dinner and seminar for four, contributed by Miss Deane, a hand-knit sweater, contributed by Mrs. Talley, the typing of a term paper, contributed by Mrs. Roberts, the services of four students who pledged themselves to act as slaves for a day, etc. (At the time of this writing we are enjoying the presence of Saran Achria from Karachi, Pakistan.)

Parents Association

The heart of the Parents Association is, and must always remain the many committees whose work brings them to the school where they may contribute their skills and join us in an institutional effort which demands something like three-quarters of their children's waking hours. The mothers, fitting costumes, working in the library, serving in the lunchline, arranging art exhibits, running the switchboard, herein join hands with their children in a common enterprise. They become a part of a child's education without interfering for better or for worse in the relationship between the child and his teachers. This makes a very different relationship from that which may grow out of attending a "night-at-school class" or conferring with the teacher about Junior's problems. The tradition of our Parents Association has become famous across the country, and I suspect this fame has hinged upon the skill with which parents can join in the effort to build a better school without intruding on their own children's efforts in the same educational community. Each has its own distinct role and at the same both parents and students accept and work toward a common goal.

The same mothers who come to work at school have taken on other responsibilities from which they get to know one another and through which they make great contributions. For many years the Treasure Chest organized long hours of work toward a sale of "treasures" with the proceeds going to purchase much needed replacements and improvements. This last year they organized a benefit dinner dance which provided a most pleasant evening and a considrable profit. Later in the year they reorganized the Treasure Chest and renamed it the Woman's Board, defining their purposes as an organization to assist the school through eoffrts to raise money.

Alumni Association

Inevitable and properly the alumni of the School enjoy the opportunity to get together, and in reflection of this interest we note two parties on the West Coast, two in Winnetka, and one on the East Coast. I can't think what the geographic distribution proves but the parties were great fun and provided a good chance to discuss educational problems and solutions. This is the more important because it is through the influence of its graduates that the School is most likely to make its contribution to the larger society.

It also was a year in which the Alumni Bulletin allowed us all a chance to catch up on the "personal news," and the year in which the revised Directory brought up to date the addresses of a group ofmen and women who must, by the evidence of their frequent change of address, by highly dynamic.

Finally, the Alumni reactivated their Annual Fund Drive after three years in which their energies were entirely devoted to the Development program. Their success was exciting and the drive promises to be a significant factor in the School's well being.

Material Matters

For many years the School has managed to get along with a gymnasium for girls which left something to be desired in space, light, and ventilation. This was the year in which the girls moved into a superior gym located over the lunchroom, and we hope soon that they may move into respectable locker rooms. This change is made possible, of course, by the completion of a new gymnasium large enough to accommodate a full sized court as prescribed for boys secondary school basketball competition, an exercise room which provides ample space for a variety of games, and a smaller room where individual workouts may take place. It is a substantial, handsome, and entirely happy addition to the School's plant.

Much less dramatic but helpful capital improvements include a slide projector, a record player, a sewing machine, a fan, and other items which were bought by the Treasure Chest, and a considerable amound of landscaping which came either from the School budget of from class and individual gifts. Our appearance improves steadily, but I assure you we have not forgotten the fairy tale story of the emporer's suit of clothes.

Evaluation

The School believes fiercely in its right to do what it believes to be right, and conscientiously has attempted to gather the strongest faculty that could be mustered in the interest of a group of children. We have joined with other schools in a movement to foster more careful preparation for teachers in their teaching fields, even though this preparation may cut down on the training hours they spend in so-called education courses. This movement provides the machinery for a professional evaluation of a school, and in April we were visited by a Committee of five men who spent an evening and two full days visiting classes, examining records, talking with members of the faculty, administration, and student body. They submitted a detailed report of their findings, and we owe them a considerable debt for the time and energy they put into the suggestions they had to make. The faculty is now discussing their suggestions and already some changes have taken place. This makes it fair, I think, to quote from the report: "There was purpose and enthusiasm behind every action from the first throat examination in the morning to the final clean-up at the end of the day. This atmosphere was mute but palpable evidence of the school's strength."

Respectfully submitted,

NATHANIEL S. FRENCH

AMERICAN FIELD SERVICE

Our exchange studen, Saran Achria, from Karachi, Pakistan has swung into the academic and social life of North Shore with enthusiasm and pleasure.

To those parents who are unfamiliar with the American Field Service Scholarship program, it has the following two-fold purpose:

> "That the (visiting) student shall gain an understanding of the United States, its people, customs, and ideals and spread this understanding among his family and friends in future years after he returns home."
>
> "That he shall spread an understanding of his own country among his American school companions, teachers, family and friends while here." It is not the purpose of the scholarship that he be transformed into an American.

We ask that North Shore families volunteer to help Saran achieve this goal successfully. He would like to visit your home, share an excursion with you and your family, and to see Chicago business establishments.

Please call Mrs. William Wartman, Hi. 6-2267 to make arrangements to entertain Saran.

FINANCIAL STATEMENT

GENERAL FUND INCOME AND EXPENSE

Income:	1961-1962	1960-1961
Gross Tuition Income	$422,636	$361,772
LESS: Scholarships	(48,687)	(42,022)
Other Income	37,070	31,659
Total General Fund Income	$411,019	$351,409
Expense:		
Salaries and Employee Benefits	$351,495	$327,561
Educational Supplies and Equipment	10,862	6,525
Administrative and Operating Expense	46,566	46,026
Maintenance and Improvement Expense	28,765	20,340
Total General Fund Expense	$437,688	$401,451
General Fund Deficit Before Debt Reduction	$ 26,669	$ 50,042
General Fund Debt Reduction	6,800	5,533
Total Net Dificit in General Fund	$ 33,469	$ 55,575

The General Fund Income and Expense statement above does not reflect the income and expense in the Development Program. The current totals in the Development Program are as follows:

DEVELOPMENT PROGRAM INCOME AND EXPENSE

Income:	As of November 7, 1962
Contributions — cash and pledges	$797,692.40
Expense:	
Remodeling and enlargement of Dunlap Hall	$317,594.72
Construction of new Boys' Gymnasium	271,865.15
Other construction expenses, including: new boiler razing of Knollslea Hall, landscaping, sidewalks and driveways, etc	53,190.76
Arts Center planning costs to date	3,560.00
Endowment Fund for Teaching Excellence — designated gifts for this purpose received to date	19,000.00
Other non-construction expenses, including: fund-raising expenses, interest on bank loans, legal fees, etc.	67,114.83
Total Development Program Expense — before addition of General Fund Deficit expense	$732,325.46
Total General Fund Deficit expense — 36 month total (see explanation below)	131,014.47
Total Development Program Expense	$863,339.93
Total Development Program Deficit — funded by loans	$ 65,647.53

During the three year period of the Development Program, the annual deficit of the General Fund was covered by Development Program income. The $131,014.47 total General Fund deficit is $18,985.53 less than anitcipated in the initial announcement of the Program.

The capital gifts program is continuing so that the remaining phases of the plan may be accomplished: the Endowment fund for Teaching Excellence, and the construction of the Arts Center.

Meanwhile, the School has re-established the Parents' Annual Giving Fund in order to meet the annual General Fund expenses that exceed income and to help liquidate the $65,647 Development Program deficit.

DECEMBER CALENDAR

December 1	College Entrance Examination Boards	
	Basketball – Walther Luther – Here	6:45 P.M.
December 4	Music Center of the North Shore Winds Quartet	10:30 A.M.
	Fourth Grade Meeting – Walling Hall	8:00 P.M.
December 7	Basketball – Elgin – Here	6:30 P.M.
December 8	Lower School Toy Shop	1:00 P.M.
	High School Dance Series	8:30-12:00

The North Shore Country Day School Winnetka

notes

January, 1963 — Vol. XXIV, No. 3

MUSICAL CREATIVITY

Walking into the Lower School music room on any day, one might find a group of percussion instruments arranged in a circle around a zither. These instruments, including xylophones, mettalophones, glockenspiels, and cymbals are set up ready for the next class to come in to use them, and, simple as they may be, they have excellent tonal qualities and a range quite adequate to give children a chance to join in an orchestral experience. It is to be hoped that the joy of playing together will build their interest in music and lead them toward the day when they may be ready to undertake the more demanding discipline of a violin, an oboe, or a French horn.

This work in the Lower School springs directly from the teachings of Karl Orff, a German composer, musician, and music educator. Believing that "music should grow in a child as it once grew in history — that rhythm and melody are elemental forces which must be allowed to work their age-old magic before being artfully combined by harmony — that children must be encouraged to make music on their own level, free from mechanical drill, free from adult pressure," Orff experimented with the ways in which a child might be introduced to the fundamentals of music, to the proper relationship of rhythm and melody "with their interaction and growth, with the widening-out of tonal space in the child's mind." Thus, with the simplest of instruments it is possible to develop such limited skill as the instrument demands while playing in concert with other children.

Although Orff's work began at the Guenther Schule in Munich in 1924, publications which describe the work which he now recommends did not begin until 1950 when appeared the first five volumes, *Das Schulwerk,* the last of which came out in 1954. His ideas have intrigued music educators in all parts of Europe, Canada, Israel and in recent years, Japan. In our own country, the Community Music Center has been a spearhead which has introduced his teachings as best demonstrated by the fine work done in the Northfield schools. It

should be said here that Orff himself is concerned lest his work degenerate into a "method," preferring to think that the spontaneous musical expression of a child will best grow through appropriate experience, directed by a teacher sensitive to the imaginations of the children in each class. *Das Schulwerk* does not concern itself with techniques or pieces, but with the fundamentals of music, with the proper relationship of rhythm, melody, and harmony, with their interaction and growth. Thus the child can develop his creative faculties through original improvisation.

Such "creations" come from the common every-day experiences of children, often developing out of phrases which have their own rhythmic and tonal patterns such as, "An apple a day keeps the doctor away," or "If at first you don't succeed, try, try again." The rhythmical qualities can be easily grasped and reproduced on the instruments, perhaps first going through an intermediate step in which the rhythm is defined through clapping, stamping, finger snapping, alone or in combinations. This offers children the excitement and pleasure of rhythmical and melodic creation, and the work of an individual may lead to participation in a class performance of a round or a canon. The group expression, of course, introduces a further discipline and a further excitement.

The Orff approach to the teaching of music has provided us with many satisfying experiences, but it is not used exclusively in the Lower School. We want our children to be acquainted with the folk songs of their own country, with the songs especially pertinent to a special season of the year; in short, with the musical literature of our own branch of western civilization. Toward this end each of the third graders gets his own recorder and learns to play it in class and will use this instrument throughout his lower school years and, more often than not, through many years to come. The fourth grade is singing a group of songs which include many from German origin and the fifth grade has just begun work on a group of Russian songs.

This description of the Lower School music program would hardly be complete without an effort to comment on its importance to the children, and in this interest I should confess to my belief that music needs no apology. Mankind has found it to be one of its more eloquent voices in time of war, in search of peace, in triumph, in sorrow, and in love. Music has always had and forever will have the power to voice the human heart. This need not obscure, however, the fact that it offers the children a discipline of the most demanding and most satisfying character. Playing the Orff instruments or singing folk songs requires of a child an effort which demands of him an integration of all his powers. An intellectual analysis, a skilled manipulation or instrument or voice, and an integration involving an emotional understanding are "part and parcel" of the art of making music.

MRS. HARRY LAVO

SKI EXCHANGE

The Woman's Board is proud to announce that a profit of more than $1600.00 was realized from the Ski Exchange.

When its doors were opened, sale customers were lined up all the way to the sidewalk to buy merchandise brought in by 174 families. Of these, approximately 60% donated their goods directly, while the others split the profit with the School.

Since the project had been undertaken experimentally and as a community service, its financial success was most gratifying.

Because of the widespread interest shown both by the school and community, it seems certain that the sale will be repeated next year.

STANDARDS COMMITTEE

There will be a meeting of the Standards Committee on Wednesday, January 16, at 8:00 P.M. in the conference room at Dunlap Hall.

MRS. FRANCIS WILSON, JR.

OPERA

Sewing for Opera costumes will start the first of February. Watch for specific dates in the next issue of Notes. For more information call Miriam Steel, Hi. 6-4782.

AMERICAN FIELD SERVICE

Several students living in the Winnetka area will give a talk in Morning Ex throughout January and February. The following A. F. S. students will present programs;

Jan. 15—Saran R. Achria, Pakistan
Jan. 17—Thavamani Subramanium, Malaya
Jan. 31—Marilyn Jeffries, Australia
Feb. 7—Kristen Fretheim, Norway
Feb. 14—Hiroyoshi Tabeta, Japan
Feb. 18—Peter Voysee A. F. S. student from New Trier High School.

JANUARY CALENDAR

January 7	School opens	
January 11	Basketball — Latin — Here	4:00 P.M.
January 12	College Entrance Examinations	8:30 A.M.
	Basketball — Lake Forest — There	6:45 P.M.
January 14	Lecture Series "THE BEANEATERS"	10:30 A.M.
	Gwendolyn Brooks, Pulitzer Prize Winning Poet	
January 18	Basketball — Glenwood — There	6:30 P.M.
January 19	Middle School Square Dance	7:30-9:30 P.M.
January 21 through 25	Upper School Examinations	
January 25	Basketball — Illiana — There	6:30 P.M.

The North Shore Country Day School Winnetka

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February, 1963 – Vol. XXIV, No. 5

AMERICAN FIELD SERVICE INTERNATIONAL SCHOLARSHIPS

Once again the students at The North Shore Country Day School have voted to have an International Scholarship student come to the school next year. An American Field Service International Scholarship is an open door which leads to understanding and friendship among the peoples of the world. Through this door pass students from more than 50 foreign countries to attend American secondary schools in more than 2,000 towns for a school-year of study and first-hand experience. Conversely, American teen-agers from practically every state study and live with families abroad promoting a two-way exchange of seeing and showing. In this way, young citizens of the world learn to recognize and to respect the similiarities and differences of those who, though they live in different countries, have goals and efforts similarly directed toward living peacefully and usefully.

The Students

Those who pass through the door are teen-age students 16 to 18 years old. They have been screened for personality as well as intelligence, in order that the students chosen be those best qualified to make the experience enriching for themselves and all with whom they come in contact.

Their Activities

AFS students are encouraged to participate wholeheartedly in the life of their American community, where they attend the senior year of high school and live in carefully selected homes as members of their U.S. families on the same basis as the other children in the home. While they learn first-hand of many different aspects of our life – of our customs, ideals, interests, and problems – they also have the opportunity to tell of their own countries and daily life.

The Bus Trip

As an extra dividend, at the end of the school year AFS, organizes bus trips to broaden the students' picture of the United States. Volunteer groups in communities across the nation are hosts for short parts of this three-week period showing them places of unusual interest and offering their facilities for wholesome relaxation and enjoyment. It is heartwarming to see, in addition to the bonds of affection formed between AFS students and the Americans they meet and live with, the growth of important friendships between students of many different countries.

When They Go Home

After the students have sailed for home, as they must at the end of their year, they continue as members of the American Field Service, which keeps in touch with returnee students by letters, visits, and a periodic magazine (*Our World*). The returnees, to the limit of their available time, follow through by spreading word of their experience in articles and speeches and put into practice wherever they can what they learned from their time abroad. They have formed committees to advise on the selection of future students. On their own initiative they instituted the Americans Abroad programs.

Americans Abroad

Afer a community has sponsored a foreign student, it has the opportunity that year to nominate candidates from the participating high school for the AFS Americans Abroad programs. These students are juniors in good standing and good health who have had two years study of a foreign language, are at least 16 years old, and fulfill other qualifications.

The Summer Program

The AFS Summer Program enables selected Juniors to spend 6 weeks during the summer living with a family abroad. AFS committees in more than 25 countries have assumed the responsibility of acting as hosts to the young Americans — finding suitable families for them to live with, watching out for them while they are there, and arranging for them to receive full cultural and educational experiences of the countries they are visiting.

The School Programs

In 1957, the AFS sent a first small group of American high school seniors to live in families abroad while attending the first half year in local secondary schools. This proved successful, as did the same idea for the second half of the junior year in the Southern Hemisphere. The two AFS School Programs, now active in some eighteen countries, are expected to show considerable growth in the next few years as well as expanding to a full school-year.

The Background

Friendship and increased understanding among their fellow men have been the aims of the American Field Service since 1915, when it was founded as a volunteer ambulance service with the French Armies, carrying thousands of wounded in World War I. After serving again in World War II with the Allied Armies, and therefore with men of many nationalities and beliefs, the idea of a peace-time program to further the basic friendship which exists among all men was revived.

AFS had operated its Fellowships for French Universities on a graduate level between the two wars. In 1947 it began its new program on the teen-age level, as being most likely to accomplish the objective. The American Field Service is a private educational organization, and it has no affiliations with any religious, political, or other organization.

Many Eager Hands

Many organizations, as well as individuals, contribute to the AFS program, which could not have grown as it has without their generous co-operation. The schools participating contribution of $700 per student is approximately 60% of the total cost of the average student. Of the rest, part is paid abroad by the students' families and much comes as direct charitable donations from individuals, foundations and corporations. All donations are tax deductible. Every dollar helps to expand the program. The State Department offers its facilities for the screening of candidates abroad and has made grants to cover the expenses of some students and AFS offices abroad. Schools waive non-resident tuition and other fees. Family circles are enlarged willingly and without pay to welcome the students, who are treated as are the other children in the home. Communities form volunteer chapters to look after the students and pool their resources to raise the participating contribution for each one. The general public contributes additional necessary funds. Thus the American Field Service has the co-operation of many eager hands in its efforts to open wide the door to a friendlier world.

OPERA COSTUMES

Sewing Schedule

Tuesday — Feb. 5, 10:00 A.M. — 3:30 P.M.
Thursday — Feb. 7, 10:00 A.M. — 3:30 P.M.
Each Tuesday and Thursday until opera.

This year there are few costumes to make, so the work will consist of easy sewing and ironing. All mother's interested are urged to come and help refurbish old costumes.

MIRIAM STEEL

CALENDAR

February 4 Lecture Series, Carl Miller of the Chicago police department ..... 10:30 A.M.

February 5 Basketball, Harvard, Here ..... 4:00 P.M.
Music Center Concert, Auditorium ..... 11:10 A.M.

February 7 Basketball, University High, There ..... 3:30 P.M.

February 12 Basketball, Latin, There ..... 4:00 P.M.

February 15 Basketball, Glenwood, Here ..... 6:30 P.M.
Fine Arts Quartet ..... 10:30 A.M.

February 19 Illiana, Here ..... 3:45 P.M.

February 21-24 inclusive, Washington's Birthday Holiday

February 25 Francis Parker, Here ..... 3:30 P.M.

February 22 Lecture Series, John Scott, "Democracy is Not Enough" ..... 10:30 A.M.

March 1 Basketball Tournament, Luther South gymnasium

March 2 Basketball Tournament, North Park gymnasium

March 21 "Yeoman of the Guard" ..... Matinee

March 22 "Yeoman of the Guard" ..... Matinee

March 23 "Yeoman of the Guard" ..... Matinee

The North Shore Country Day School LIVE AND SERVE Winnetka

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February, 1963 — Vol. XXV, No. 4

KEEPING PACE WITH MODERN MATH

Our commitment to the Modern Math approach dates back to 1958. That year, upon the urging of Mr. French, we began seriously to examine the research in school mathematics going on at universities across the country. Briefly, the result of this investigation was the installation of the Cuisenaire Rods in the Lower School and the University of Illinois curriculum in the Middle and High Schools. In order to make these changes as effective as possible, we needed also to send various members of the faculty to summer institutes which concerned themselves with new approaches to mathematics and/or specific text materials. In each of the past four summers one to three teachers have been engaged in this sort of study.

Those of us who have been fortunate enough to be able to take advantage of these institutes have become hopelessly infected with the "new math disease." In it we have found both for us and our students degrees of excitement, challenge, and mathematical validity which were totally new to us. Basic to our study has been the assumption that those things a student "discovers" for himself become a more permanent part of his intellectual repertoire than do their counterparts which are "explained." We had the thrill of being taught through the discovery approach by master teachers and in addition had the opportunity to observe these same teachers working successfully with children. Probably if we had done no more than observe the demonstration classes, we would have been sufficiently impressed to try the same material and techniques at North Shore. However, to have savored the excitement, suspense, and satisfaction that can be a student's, meant that our attempting to emulate these teachers was inevitable.

Happily our enthusiasm has been shared by others on the faculty, and the successes of your children have been gratifying. While not all students claim mathematics as their favorite subject (and there is probably some reason for believing that this is just as well) and not all students are doing creditable work, or better in mathematics, it is true that the degree of intrigue with mathematics

has increased, that scores on standardized achievement tests have gone up consistently, and that perhaps most importantly the quality of mathematical content which we have been able to present has improved considerably, going significantly beyond that which has appeared to date on standardized achievement tests.

We are now about to begin another exciting phase of our adjustment to modern math. Initially this adjustment will affect only the 1st and 2nd graders; soon it should also affect directly senior kindergarteners and 3rd and 4th graders.

As many of you are aware, we have not used arithmetic textbooks in the 1st and 2nd grades since September, 1959. Textbooks at these grade levels have been available, and several have been written entirely within the framework of modern math. However, there is something very illogical about expecting a class of 6 and 7 year olds to work its way through a text in lock step, and we haven't felt that we could teach arithmetic as we do reading. As you know, some children study reading with a special teacher; the others are divided into a number of small groups — which seem constantly to change their composition — in order to provide each child with the degree of security and challenge which the teacher feels will produce the greatest growth. This has not seemed to be a practical way to teach arithmetic because of the amount of time that the teacher must devote to class explanation and orientation. Also, in a subject as highly structured and consecutive in nature as mathematics, a child would have difficulty moving comfortably from one group to another. In the process he would almost inevitably either repeat work or, if he were to move to a more advanced group, miss enough to create a stumbling block.

Before 1959 we assumed that we had to put up with asking a class of young children to work at pretty much the same pace through a standard arithmetic text and we simply did what we could around the edges to help the child in difficulty and to challenge the one who might otherwise get bored. When we began using the Cuisenaire Rods, we had an excellent opportunity to provide what seemed to us to be precisely the sorts of problems in numbers that each individual child might profitably tackle. Because there was no text, we wrote our own work and could adjust it to the children in the group. The first year it seemed reasonable to spend much time creating these papers, partly because their content seemed more valid that what we could find produced commercially, and partly also because the same sheets could be used in the years to come — so it wasn't as though all that effort went into only one year's work. Actually, of course, this was not the case at all. Because no two classes are alike, each year we have found that changes were needed in the sheets in order to have them be really appropriate for the new group.

Initially the excitement of producing better material than we could find elsewhere and the excitement it engendered justified our efforts. However, as we became more skilled at leading children through written work to discover mathematical truths, we became increasingly aware of the tremendous possibilities which exist and of our own mathematical limitations. None of us is a mathematician, and we have recently been looking for a better soluton to teaching mathematics to young children. Hopefully, this solution has been found.

One of those people who has been involved for some years in creative research in primary mathematics is Lore Rasmussen of the Miquon School in Miquon, Pennsylvania. She is a highly creative person who has gathered about her others of a similar cast and together they have produced some truly remarkable material. It is unusually creative and the mathematics it contains is most intriguing. The material has been available commercially for about 2 years, but in its earliest form it took no recognition of the fact that young children grow and learn at different rates from one day to another, and one child to another. At the Miquon School Mrs. Rasmussen was clearly aware of these differences and she presented her material in a way which allowed for them. However, as soon as it became bound in a book, the flexibility which she had when the work sheets were loose and filed in manila folders totally disappeared. Recently someone conceived the idea of grouping 20 copies of a single page in a pad of sheets and then grouping as many of these pads as would be necessary to represent a book. If a book were to have 200 pages, 200 pads would be ordered. Because there are 20 sheets to a pad, the material ordered would be the equivalent of 20 copies of a 200 page text.

The flexibility which is provided by this arrangement is as great as that which we have had when making our own number sheets. Using the Rasmussen material, we not only don't have to ask all children to do the same problems, but we can also offer each child a variety of pages, permitting him to choose those which he finds most intriguing. By controlling the sheets which are available for his selection, we also control the direction in which he moves mathematically. Because the number sheets have been prepared by mathematicians and have been amply annotated for the teacher's edification, we have in addition to the flexibility an increased mathematical validity and sophistication designed specifically for children in primary grades.

Although those of us who will use the material have perused each page and agree that the odds favor our now being able to take another step forward, we realize this is no more than prelude to the next step. But we can't help being enthusiastic.

GEORGE F. ELDRIDGE

OPERA ALERT — ALL HIGH SCHOOL MOTHERS

This year, Gilbert and Sullivan's "RUDDIGORE" will be presented on March 19th, 20th, and 21st. The Costume Committee is setting up shop in Jack's (the custodian) house, which is adjacent to the cafeteria and faces Elder Lane. We will meet on Tuesdays and Thursdays, beginning Tues., Feb. 11th, from 10 a.m. until 4 p.m., and we hope for many, many volunteers — machine sewers, hand sewers, pressers, painters. Whether you can stay all day or just an hour, we need your help. We will follow up on this notice with a phone call to you.

OPERA COSTUME COMMITTEE
MRS. SIDNEY T. KEEL
MRS. OGELSBY PAUL

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FEBRUARY CALENDAR

February 6 — College night, Speakers: Mr. Joe Jefferson, Secretary of the Association of College Admissions Counselors and Mr. Dan Tyson, Director of Admissions, Rockford College, Rockford, Illinois — Auditorium ..... 8:00 P.M.

February 7 — Music Center Concert — Auditorium ..... 11:10 A.M.

February 9 — A.F.S. Film, Huckleberry Finn — Auditorium 2:00 and 5:00 P.M.

February 10 — Educational Lecture Series, "The Face of Chicago", by Walter Netsch, Architect, Skidmore, Owings & Merrill — Auditorium ..... 10:30 A.M.

February 12 — Eighth Grade Parents Meeting — Walling Hall .... 8:00 P.M.

February 16 — A.F.S. Film, "The Lavender Hill Mob" — Auditorium 2:00 and 5:00 P.M.

February 17 — Bennington College Dance Group — Auditorium .. 10:30 A.M.

February 20 - February 23, Inclusive — Washington's Birthday Holiday

February 27, 28, 29 - March 6 and 7 — Private League Basketball Tournament

The North Shore Country Day School LIVE AND SERVE Winnetka

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March, 1963 — Vol. XXIV, No. 6

PARENTS ANNUAL GIVING FUND EXCEEDS GOAL

The 1962-63 Parents Annual Giving Fund closed officially February 19, and Parents Association President Jim Wilson announced with great pleasure that cash, pledges, and gifts-in-kind totaled $40,486.77. The goal was $40,000 for this first annual giving campaign since 1957.

Seventy-seven per cent contributed, with an average gift of $233. One especially gratifying point is that of the 42 new families, with children at the School this year for the first time, 36 participated in the Fund. First-year support such as this and the fine generosity of those who could give considerably more than the average were determining factors in the Fund's success.

This money will accomplish two vital purposes at North Shore. It will make up the difference between the School's expenses and income for the year, and then pay a share of the indebtedness which must be cleared away before the balance of our planned capital programs can be carried out.

In addition to those parents participating in the Annual Giving Fund, the trustees, a special gifts group, the fund raising programs of the Woman's Board, the Alumni Fund, and former parents, have contributed $63,400, so that the total gifts received during this school year for operating income and capital investment purposes amount to $103,786.77 so far.

Everyone can be very grateful to Jim Wilson, his three group chairmen — Bob Brew, Jack Cohler, and Adam Breuer — and the grade fund chairmen and workers, who have done so well in helping us all meet our goal in this first year of renewed annual giving activity. Organizational plans are already underway for next year's Fund, which will begin when School opens in the fall.

OPERA

REHEARSALS FOR *THE YEOMEN OF THE GUARD* are in full swing as performance time draws closer. Some work was done even before Christmas with both chorus and leads. Now the fine polishing has begun. A group of students from the school of music at Northwestern will play the orchestral accompaniment once more, adding a very professional touch to the performance.

This year Mr. Allison reports that there is an unusual crop of leads, and many of the leading roles will be shared. It would be difficult to choose between the two casts, so do come and compare notes on BOTH performances.

Please buy your tickets for opera early! The auditorium seating capacity is limited and many people were turned away at Vaudeville.

Here are the dates:

March 21 Opera Matinee — 2:15 P.M.
March 22 and 23 Evening performances — 8:15 P.M.

OPERA COSTUMES

Costumes are being ingeniously created by Mim Steel and her committee who would appreciate more help with the smaller sewing tasks and with pressing. They meet each Tuesday and Thursday morning at 9:30 until 3:30 in the second floor of Leicester Hall.

A. F. S.

The parents committee is now making arrangements to find a home for an International Scholarship Student who will attend North Shore next year. Parents of Juniors are urged to consider the possibility of being a host family to our foreign student.

Sophomore parents, it is not too early to start planning to send your daughter or son abroad on the American Field Service Americans Abroad program. This is usually done in the Junior year.

Please call me if you are interested either in being a host family or in sending a student abroad.

JANE STRONG — VE 5-2891

LIBRARY

While you are spring housecleaning, PLEASE PLEASE keep a lookout for books from the school libraries. No matter how long overdue they are, they will be welcomed back with NO QUESTIONS ASKED. A carton will be placed by the switchboard where students may return overdue books.

MARCH CALENDAR

March 2 COLLEGE ENTRANCE EXAMINATION BOARDS

March 7 Parent-Faculty Tea – Walling Hall Music Room..3:00 to 5:00 P.M.

March 9 National Merit Scholarship Test – Eleventh Grade.....8:30 A.M.

March 14 Educational Lecture series – Wisconsin Touring Theater, *Sinbad the Sailor* .....10:30 A.M.

March 21 Opera Matinee (*Yeomen of the Guard*) .....2:15 P.M.

March 22 and 23 Evening Performances of Opera .....8:15 P.M.

March 25 Educational Lecture Series – "The Art of Seeing Things", Arthur Siegel, Photographer .....10:30 A.M.

March 27 Spring Holiday Dismissal Times:

Upper School	2:00 P.M.	
Middle School	2:00 P.M.	
Lower School		
Grades 1 - 5	1:00 P.M.	
Senior Kindergarten	11:30 A.M.	(Except those normally eating lunch at School, who will be excused at 1:00 P.M.
Junior Kindergarten	11:30 A.M.	

Those on school transportation will be brought home unless Miss Brunner is otherwise informed.

School opens Wednesday, April 10, 8:25 A.M.

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April, 1963 — Vol. XXIV, No. 7

WHY VISUAL ART?

Any human act based upon emotion or subjective feeling is usually considered to be irrational. And when we compare emotion to the rational intellect it *is* irrational, but this is because it is something apart, not because it lacks structure of its own.

Then what is subjective feeling — inner sense — emotion? Jung speaks of the "seething cauldron of the unconscious" of vague forms bubbling to the surface — to consciousness. This is an extreme position (I know some very nice people whose cauldrons, if they have them, certainly don't appear to seethe, or even simmer, for that matter), but perhaps not an inaccurate description of that part of us of which we can often be aware, but which defies verbal description. For our intellect, our objective reality, we have language — words of sound and sign — symbols of objects, actions, attitudes common to most of us. These are more or less specific, but many times inadequate. The inadequacy most often arises in connection with the area of emotion, of subjective feeling. "Words can't express how I feel, etc." may be understandable in a vague sort of way, but very vague. The word *feeling* itself implies something distinctly non-verbal. It is language then which gives form to our intellect, (or sometimes our lack of it); *Art gives form to our feeling.* Just as we must communicate, in part, with words, we must also communicate with images.

If "the primary function of Art is to objectify feeling so that we may contemplate and understand it" (1), then the function of Art in education is to enable the child to become aware of, contemplate, and (one hopes) gain some understanding of himself. This is done in two ways: through the actual forms he gives to his own feeling, and through the process of accomplishing this.

But first the creative act must take place. And this must be a *creative* act before it can be of value to the child. The act must come primarily from the imagination, and this must have some way of expressing itself and yet not be hampered by the very tools and skills upon which it depends to give it its form. A delicate balance has to be maintained between the constant development of skills and techniques necessary to express forms and the freedom necessary for the imagination to produce these forms.

At the Lower School level the child is pretty much involved in experimentation with different materials and what they are, how they feel, what they can and cannot accomplish. This is done in a very direct way with little emphasis on discipline or conceptual thinking. This is as it should be at that level. By the time the child reaches the Upper School, and sometimes considerably before this, he is capable of learning more severe disciplines and techniques and can appreciate the new limitations these will impose.

But how to accomplish this without the technique becoming the end in itself? The difficulty here is the erroneous idea held by so many that it is the skill which is Art. The all too familiar phrase "that looks just like a photograph!" bears this out. The idea of teaching drawing, for example, by working from familiar objects is not to produce students who are capable of rendering a linear facsimile of a given object or group of objects, but rather to have something external for comparison to which some sort of visual relationship may be made. The point is what is done with the drawing. And, of course, if the student is making forms, the familiar forms are the obvious ones to make. But it is creative when the child makes unfamiliar forms, and these are not necessarily unrecognizable. This is because in his act of creating the child imposes his *unfamiliar* imagination with his own *unfamiliar* feelings, his *inner sense* upon the forms. This is the point at which imagination passes beyond technique, and what might have been craft becomes Art. If not a Work of Art with world appeal, a work of art in the education of the child who created it.

Few children create Works of Art, but most of them go through the various processes of creating one, and it is in this that he objectifies his feelings and is able to attempt to understand them. Although Art has been mentioned here as a visualization of feeling, it should not be assumed that Art is entirely the result of pure emotion. The production of it depends upon a combined use of intellectual, emotional, and physical faculties and is most successful when all three function as one. It is fundamentally a series of choices which have to be made. The child has to examine and evaluate many possibliities and solutions; he must come to innumerable decisions based upon intellectual analysis, intuitive feeling, and physical possibilities and limitations.

The nature of these decisions that the child makes ranges from the most simple — what size paper to use? to the very complex question of whether or not a particular work is finished. (A completed work to one is rarely complete to another because it will have been based upon an entirely different set of decisions.) *I cannot achieve the effect I want with this tool so I must use another,* to take a simple example, is an intellectual decision based upon physical considerations, and *the effect that I want* is more often than not a subjective, emotional decision.

It is in seeing what the choices are and making them that the child becomes more aware of himself, of his world and hisrelationship with it. He will most likely not become an Artist, but he will have gained some notion of, some insight into this other language.

J. ALMQUIST

1 Langer, Suzanne, "The Cultural Importance of the Arts"; *Aesthetic Form and Education,* Michael Andrews, ed; Syracuse University Press, 1958; p. 5

OF SPECIAL INTEREST

Exhibition of paintings and drawings by John Almquist.
AUDITORIUM FOYER – April 10-28

WINTER SPORTS SALE

The Woman's Board has announced that there is to be another sale of winter sports clothing and equipment this year. When putting away winter things please do not discard the following items; winter jackets, stretch pants, boots, skates, skiis, sleds, hockey equipment and all other sports equipment.

The time and place of the sale will be announced in early fall.

LUNCH LINE

The Parent's Association wishes to announce that Mrs. S. T. Keel (Hi 6-0056) has taken over as Chairman of the Lunch Line Committee for the remainder of this year and next. Mrs. Keel will be assisted by Mrs. Paul Misner (Ve 5-2262). Regular workers will be contacted shortly to see if they wish to retain their posts next year. Since vacancies inevitably occur, anyone wishing to serve on the Lunch Line next year should contact Mrs. Keel.

APRIL CALENDAR

April 10	School opens	8:25 A.M.
April 11	Community Music Center Concert – Auditorium	11:10 A.M.
April 13	Baseball – Loyola here	2:00 P.M.
April 15	Educational Lecture Series – "Politics of Southeast Asia" Keki Bhote, author – Auditorium	10:30 A.M.
April 16	Baseball – Illiana – there	3:30 P.M.
April 18	Baseball – Luther North – here	3:30 P.M.
April 20	Baseball – Lake Forest here	2:00 P.M.
April 23	Baseball – Francis Parker – here	3:30 P.M.
April 26	Middle School Square Dance	
April 27	Baseball – Racine – here	1:00 P.M.
	Milwaukee University School Concert – Auditorium (Parents and Friends invited)	8:00 P.M.
	High School Dance Series	9:30 - 11:30 P.M.
April 30	Baseball – Frosh-Soph – University High – here	4:00 P.M.

The North Shore Country Day School LIVE AND SERVE Winnetka

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June, 1963 — Vol. XXIV, No. 8

TEACHING SOCIAL STUDIES IN THE LOWER SCHOOL

The social studies program in the lower school is part of a total school program, and has the same aims as the program in the middle and upper schools, though it may differ from them in method and in emphasis.

The Social Studies Department has agreed that our main aim in teaching social studies in this school is to enable the children to arrive ultimately at an understanding of certain basic concepts and values. They feel that this is more important than merely assimilating large bodies of information. On the other hand, the concepts and values cannot be taught in a vacuum, and can only be formed validly through acquaintance with a fairly large amount of knowledge in the field of social studies. At no time does one begin by teaching concepts as such. They are arrived at by the children as a result of their experiences in social studies. In the lower school they may never be actually verbalised, though the child may have been exposed to them many times in the social studies program, and may have experienced many of them in actual class room living.

Some of the concepts have to do with government, some with economics, and some lie more in the realm of the cultural and spiritual life of society. Remote though these may sound from the understanding of the younger child, they really are not. For example, one concept deals with the idea that whenever people have formed societies they have always found some form of regulation to be necessary. At almost every level the lower school child comes into contact with this concept. Kindergarten children encounter it when they learn ways of taking turns, coming to sit on the rug, walking in a line without running and pushing, and to do these things to allow the best situation for the group, and the individual. This same concept is encountered by second graders studying Indians, and third graders studying Eskimos, though here the regulation may be more custom than a systematized form of government. Fifth graders encounter it when they find the Pilgrims drawing up the Mayflower Compact, or Captain John Smith organizing the Jamestown settlers.

This one example may serve to show how these concepts, though possibly never formalized as such by the younger children, are nevertheless frequently encountered by them in their social studies program.

The field of social studies offers a very large body of material from which these concepts may be drawn, and the difficulty often is to decide just which particular area to choose. There are many different reasons for the choice which actually has been made. In the total school program there are certain areas in history which seem to be more essential than others for an understanding of our society, and we try to expose children to these as they go through the school. Even these, however, may change from year to year. Some material seems to be more easily understood, and to be of more interest at certain levels than at others. First graders often enjoy a study of their own environment. Second graders can become completely fascinated by a project on Indians. Third and fourth graders have seemed to show a special ability to identify with the early pioneers. A study of the Age of Exploration has been particularly successful in the fifth grade. It seems that these children who live in an age when space exploration is a constant topic of interest find much in common with another age to whom parts of this world were as much an unknown quantity as space is to us. Then too, this particular age abounds with intrepid forceful personalities that make a strong appeal to fifth grade boys.

Another excellent reason for choosing certain subject matter is often the interest and special knowledge of the teacher. This year's third grade has been blessed with a teacher whose previous contact with Eskimos has made this a most exciting and rewarding study for her children. A particular source of interest has been her ability to provide the children with actual contact with the Eskimos through correspondence with an Eskimo school. Last year's fourth grade became involved in a study of Japan because of their teacher's contact with that country.

The methods by which younger children acquire an understanding of the area they are studying differ in the lower grades from those used higher in the school. Lower school rarely, if ever, uses a set text book. They may use many books as research material. Different committees in one grade may study different texts, then information is shared and discussed by the group. Everything possible is done so that they can really identify with the material they are studying. Children studying pioneers make a pioneer home and live in it. They may learn to weave, make bread and maple syrup. Children studying Indians learn Indian dances, build Indian homes, make Indian musical instruments. Dramatic productions are often valuable, both for instituting research, and as a way of pulling together material that has been learned. Movies, slides, and visits to the museums are frequently part of a social studies program in the lower school. And any social studies project at this level tends to be more successful if it can legitimately be extended to include art, music, and literature.

What do we really hope a child in lower school will get from his experience

in the field of social studies? Information and knowledge of course, because without these understanding is impossible. Most of all an attitude, I think. A feeling that this is an area where he is involved, and about which he is eager to learn more in the school years to come.

KATHLEEN M. COLLINGBOURNE

EDUCATIONAL LECTURE SERIES

For next year the Educational Lecture Series Committee is considering a group of programs centering around Chicago in an effort to create a greater understanding of the city, its tradition, and its impact on our lives.

We would hope to cover the Chicago aspect in many areas, including politics, geology, theater, music, art, architecture, city planning, people, medicine, and trade.

The Committee would appreciate any help the parents can give in suggesting speakers on these subjects, or additional areas to cover. Please contact Helen Joseph.

PHYLLIS PERKINS
DORA WILLIAMS
JOAN SHOREY

LEWIS A. TAYLOR

Lewis A. Taylor, head of the mathematics department, and mathematics teacher at North Shore for the past thirty-eight years, retires this June.

A graduate of Earlham College, he taught at Eaton, Indiana, and at the Westown School, near Philadelphia, before coming to North Shore. Here, in the late nineteen twenties and early thirties, he took an active part in the "thirty school" Eight Year Study, helping to revise and rebuild the old stereotyped mathematics courses in which rote memory was sadly overemphasized. Again, more recently, he has supervised the introduction of present day "modern mathematics" – Boolean algebra with sets, groups, matrices, etc. – into the school's curriculum.

Many remember him for his great patience, understanding, and willingness to lend a helping hand; others for his time and effort spent with such activities as Social Services, opera finance committee, and last but not least, for his successful planning of fall and spring clean-up Work Days.

Hosts of friends among the parents and alumni wish him well, and full enjoyment of many happy years to come.

COLLEGE PLANS — CLASS OF 1963

The Class of 1963 is to be congratulated on having earned acceptance in a representative group of colleges and universities.

Boys will attend: Bowdoin, Columbia (3), Tulane (2), Kenyon, Lake Forest, Harvard, Iowa Wesleyan, Colgate (2), Boston University, University of California at Berkeley, Rutgers, Williams, Iowa State, Whittier, and Miami of Ohio.

Girls will attend: Bryn Mawr, Bennett, Centenary, Chatham, Colby, Jr., Colorado College, Connecticut, Converse (2), Lawrence, Massachusetts Institute of Technology, Pine Manor (3), Skidmore, Smith (2), Trinity, University of Denver, and Vassar.

WOMAN'S BOARD

Mrs. Myron R. Ratcliffe was reelected president of the Woman's Board of the School and the Board was expanded from 21 members to 24 members.

Nine new members were unanimously elected to serve the organization that is set up on an alternating three-year rotating basis. They are: Mrs. Oglesby Paul for a one-year term; Mrs. J. Robert Cohler, a two-year term, and Mrs. Robert K. Strong, Mrs. Richard L. Merrick, Mrs. Herbert F. Philipsborn, Jr., Mrs. Fahey Flynn, Mrs. James J. Brown, Jr., Mrs. A. Harris Barber and Mrs. John B. Saunders, all for a three-year term.

Other officers elected for next year are: Mrs. Henry Bartholomay III, Mrs. Daniel Searle and Mrs. L. Gifford Gardner, vice-presidents; Mrs. John M. LeBolt, corresponding secretary; Mrs. James A. Babson, recording secretary and Mrs. Granger F. Kenly, treasurer.

Other members of the board include: Mrs. John Massey, Mrs. Adam A. Breuer, Mrs. Lawrence Howe, Jr., Mrs. Paul W. Guenzel, Mrs. William B. Morse, Mrs. Dominick D. Drake, Mrs. James G. Maynard and Mrs. Rollin D. Weary, Jr., Mrs. Nathaniel S. French and Mrs. William W. Talley serve as ex-officio members.

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OPENING DATE OF SCHOOL — THURSDAY, SEPTEMBER 12th.

The North Shore Country Day School Winnetka

notes and news

October, 1963 — Vol. XXV, No. 1

PARENTS IN A TRIANGLE

In our culture middle age and youth compare to the detriment of the older. Experiment, innovation, unrealistic idealism, impatience, crusade and radical reform are all a part of our concept of youth as much in description of individuals as in portrayal of new institutions. But what of the institution which comes to middle age in good form and apparent health? Is it destined to move on to years of wisdom? Is this a fair question to put to the Parents' Association which is in good form, in good health, and in its "early forties"?

For many years now we have leaned on the analogy Willoughby Walling drew in comparing the opportunities of a day school with those of a boarding school. He noted the essential strength of the triangle and its importance to architecture and engineering, and likened its three sides to the three elements of a day school – the students, the faculty, and the parents. Each of the three sides is fundamentally related to the others, and together they offer the strongest form in building; and the strength of the whole depends on the ability of each to fulfill its appropriate function. If this be true we must look to the three elements to measure the strength of he institution they form.

We are best equipped to examine the students, being supported in this effort by a myriad of tests produced by agencies spread across the land as well as by our own daily efforts to decide whether the younger generation is following a path of revolt which leads to dire ends or is in reality the "hope" of posterity. Occasionally we warn them of an impending moment of accounting, but more commonly expect them to be "accountable" at all times. And teaching, too, is in plain view and readily judged. In fact, the school has recently experienced a professional evaluation. All teachers were observed in action as were records of their planning and effectiveness, and I rather think that few students or interested parents were surprised by the findings.

An effort to make a value judgment of the Parents' Association is timely both because it has reached the age of maturity and success which marks the end of youth (and the time when wisdom may be sought) and because it is one of the three sides of a triangle which has not been recently examined. The first step in such an examination amounts to little more than the recounting of existing practices. Immediately one is struck by the degree to which the Parents' Association has been successful

If our examiner comes to see what happens at school he will find his way about from parents att the switchboard, find hem working in the library, hanging another exhibition, serving his luncheon, making and repairing costumes. And he will soon discover the extent of thought and work which goes into providing a series of lectures which bring to the school a stimulus we could not find within, providing a monthly publication which is a place for ideas and for the news of events, people, time and place. In short – there is ample evidence of willing work in the daily life of the school and a second look will uncover the fact that occasional effort also produces important results.

Each class had its own "parents' association" which may meet rarely or with some frequency, but is nonetheless there to cope with problems as they arise – or, hopefully, to foresee and forestall problems. The class, being a natural unit of the whole as well as a group with interests of its own, has important meaning for children which their parents can often share through meeting together. Also the examiner would want to see the work of the Standards Committee and surely he would be impressed with the printed evidence of some years of occasional discussion and revision, an effort in which parents have invested much thought about the relationship between their children and the larger community.

Finally – our examiner's survey would show that the school is directed by a Board composed largely of parents and that they in their financial responsibility, derive crucial help from the Parentts' Association and the Woman's Board. There is little doubt that he would by now have discovered why the parents of the school have became famous for the part they play in the life of the institution. Have they passed the examination, then? Yes, at an "honors" level. Is this all? I hope not. In the first place, an "honors" grade beckons one quite properly to seek "highest honors" and, secondly, it is the responsibility of a good school to make available to others the story of its ways and means. Thus the challenge to do a better job and to commit to paper the best of our thinking is at least as real as has been our success in the past.

"Highest honors" go to sensitive realization of fact (awareness), to an appreciation of the relationships which exist between facts (perspective), to an organization of information in conformity with purpose which will bring improvements (creativity). It is not the purpose here to seek "highest honors" but a list of recently suggested problems would draw attention to a) a social, home and school calendar which adds to a frustrating magnitude; b) positive values of solitude in a society which thrives on social activity; c) a series of local, national, and world crises which overpower the young and breed apathy if not too great a tension; d) a proper balance between freedom and restraint (at any age between four and eighteen).

If there is to be a student-faculty-home triangle each of the elements must have its own proper functions, its own hopes, its own responsibilities. The challenge lies in continuing efforts to define and improve the relationship between the parts in a manner which will strengthen the whole in the interest of a better opportunity for children. As a school we have done well, albeit not well enough, and it would be appropriate for us to continue our efforts and to stand as a conscious example to others.

NATHANIEL S. FRENCH, *Headmaster*

MICHAEL ST. A. POST

Michael Post's death on September 10, from cancer, left his students, colleagues, and many friends at The North Shore Country Day School with a sense of deep loss.

Mr. Post came to the School in September, 1956, as Dean of Boys and Head of the English Department of the Upper School. Previously he had received his A.B. from Harvard University, his A.M. from Middlebury College, and had studied at Trinity College of Oxford University. He was a veteran of two years with the U.S. Army, where he served as an instructor in a leaders' course and taught methods of instruction. Before coming to Winnetka, he was Chairman of the English Department at The Gunnery in Washington, Connecticut.

Each of us will remember Michael Post differently: as stimulating teacher, thoughtful dean, wise and witty colleague, devoted husband and father. By any qualitative measure this man lived a full and meaningful life, and lived out his last weeks with infinite courage.

We shall miss him.

AN OPEN LETTER FROM THE PARENTS ASSOCIATION

The Parents' Association extends a welcome to all parents — both "new" and "old" — at the start of a very promising school year.

Our academic program should continue at its high level with several excellent teachers (chosen from a large number of applicants) being added to the staff. The athletic program has already proven its worth. The varsity, in its first game, defeated the top team in the Red Division of the Private School League — and won its second game handily. The building program will enter, if not complete, its final stage this school year when construction starts early in 1964 on the Center for the Creative Arts and the addition to the girls' gymnasium.

Yes. . . . signs point to another successful year at North Shore. But this does not mean that we, in the Parents' Association, can discontinue to shoulder our responsibilities if we want to be assured that the School measures up to its potential. Some of these responsibilities are:

1 — Active participation by many parents in the several standing committees (see listing on last page), without which the school could not function.

2 — Attendance at activities planned to acquaint parents with the School and its program.

3 — To support the School financially to the extent possible by contributing to either the construction program noted above — or to the Parents' Annual Giving Fund.

4 — To continue to seek other avenues by which the parents can be of more constructive help to the School.

By meeting these responsibilities, which are traditional at North Shore, the promise of the school year is sure to be fulfilled — and we will have the satisfaction of knowing we have made our contribution toward this objective.

Cordially,

J. R. WILSON, *President*

MUSIC LESSONS

Piano lessons are available to all students of North Shore Country Day School on a fee basis. Special arrangements are made through student advisors to have the student take these lessons during the school day. The new piano teacher/accompanist is Miss Mary Almjeld, who received a masters of music degree in piano from Northwestern University in June. A veteran performer, she has appeared with many orchestras in the midwest including the Minneapolis Symphony Orchestra, and has had considerable success in piano competitions. In January she was the first place winner in the annual "Concerto Contest" held for students in Northwestern's Music School and appeared with the Northwestern Symphony Orchestra in June under the baton of Thor Johnson. She comes to us as an assistant in the music department and is free during parts of each day to give individual piano instruction. She has been a successful teacher and we believe that those who can arrange to work with her will be fortunate.

RECORDS

The Music Department has announced the availability in November of an album of four LP records. Handsomely packaged, with a cover designed by a current art student, the eight sides will contain selections from Christmas, Graduation and A Cappella-Ensemble programs from 1960 to 1963. They will make a much-appreciated Christmas gift for a parent, alumnus (a) or undergraduate. Keep them in mind!

VINCENT ALLISON

THE WOMAN'S BOARD

There are three events being held by the Woman's Board this fall.

First, the fall dinner dance that is becoming a traditional way of parents and faculty greeting the new school year together, will be held again this year. The date is Friday evening, October 4. The place is the Glen View Club. We hope to see you there.

Second, there will be a special sale of new, elegant sportswear for men, women and children, to be held at the School on Monday and Tuesday, November 4 and 5. The Carroll Reed organization will have on display its complete line and Mr. Reed will be on hand to take orders.

Third, because the Winter Sports and Ski Exchange was so successful last year, there will be a repeat this year on Saturday, November 23. When you're going through your attic in preparation for winter, please save all ski equipment, skates, other winter sports gear and ski wear. These may be dropped off at the School or arrangements can be made to have them picked up at your home by calling the School at HIllcrest 6-0674. This year, good equipment and better ski clothes can be handled on consignment with 60% to the donor, and 40% to the School.

You will be hearing more about all three events. All of them benefit the School.

OCTOBER CALENDAR

October 4 Woman's Board Party — Glen View Club ..... 6:30 P.M.

October 14 Educational Lecture Series — The Tropic Seas and Glacial Lakes of Chicago — Professor Laurence H. Nobels, Northwestern University ..... 10:30 A.M.

October 19 Preliminary Scholastic Aptitude Tests — 11th and 12th Grades ..... 8:30 A.M.

October 21 Fine Arts Quartet ..... 11:10-11:40 A.M.

October 22 Parents Association Meeting ..... 8:00 P.M.

October 28 Educational Lecture Series — The Traditions of Chicago — Lloyd Wendt, Editor *Chicago's American* ..... 10:30 A.M.

COLLEGE REPRESENTATIVES

Month of October, 1963

October 2 Miss Jean Rayburn, Queens College

October 4 Mr. Robert Marble, Alma College

October 4 Mrs. Davis Roenisch, local representative, Wellesley College

October 11 Mr. Humphrey Doermann, Harvard University

October 11 Mr. Tennant, Ripon College

October 15 Mr. John R. Knepper, Kenyon College

October 21 Mr. T. P. Cromwell, Bradley University

October 21 Mr. Joseph W. Hall, Colorado Woman's College

October 23 Mr. John S. Carhart, Bucknell College

October 28 Mr. George E. Thompson, Washington University

November 1 Miss Peggy Donaldson, Chatham College

November 1 Mr. Bovinette, MacMurray College

PARENTS ASSOCIATION DUES

The annual Parents Association dues may now be sent to treasurer John B. Elliott, 338 Linden St., Winnetka.

The money is used for the work of the many standing committees listed on last page. The "Notes," for instance, are printed and mailed with funds coming from the dues. Part of the money has been used to furnish more books to the Upper, Middle and Lower school libraries. The Art Library benefits, as does the costume committee. In all cases the money is used to provide additional aids in different aspects of school life.

The dues are $7 for each family. Please make checks payable to N.S.C.D.S. Parents Association.

THE 1963-64 EDUCATIONAL LECTURE SERIES

of

The Parents Association, The North Shore Country Day School

MONDAY, OCTOBER 14
THE TROPIC SEAS AND GLACIAL LAKES OF CHICAGO
Professor Laurence H. Nobels, Northwestern University

MONDAY, OCTOBER 28
THE TRADITIONS OF CHICAGO
Lloyd Wendt, Editor, *Chicago's American*

MONDAY, NOVEMBER 11
TOMORROW'S CHICAGO
Mrs. Dorothy Rubel, Director, Metropolitan Housing and Planning Council

MONDAY DECEMBER 9
CHICAGO'S ART
Harry Bouras, Artist

FRIDAY, JANUARY 17
THE MUSIC OF CHICAGO
Oscar Brown, Jr., Musician

MONDAY, JANUARY 27
GROWING UP IN CHICAGO
Margaret Ayer Barnes, Author

MONDAY, FEBRUARY 10
THE FACE OF CHICAGO
Walter Netsch, Architect, Skidmore, Owings & Merrill

MONDAY MARCH 2
CHICAGO – SEAPORT TO THE WORLD
Professor Harold M. Mayer, The University of Chicago

MONDAY, APRIL 13
THE BUSINESS OF CHICAGO
Fairfax Cone, Foote Cone & Belding

MONDAY, APRIL 27
THEATER IN CHICAGO
Second City Players

All performances will be given at 10:30 a.m. in the auditorium on the School campus. Be sure to reserve the above dates and join us at the lectures. We welcome your support through the purchase of tickets that were sent to you in the mail.

PHYLLIS B. PERKINS
DORA WILLIAMS
JOAN SHOREY

ABSENCES

In the interest of quality of work and the best attitude of students toward responsibility for their own progress, the School expects all pupils to be in attendance except when ill.

Every absence from class represents a distinct loss to the child and is not compensated for by "make-up work," which covers only "out-of-class" assignments. Each instructor carries a full schedule. Time required to work out special assignments to accomodate a child absent for reasons other than illness deprives that instructor of time belonging

to his entire group, or rightfully his for private pursuits. Vacation schedules at N.S.C.D.S. are carefully planned to permit ample travel time and still avoid week-end congestion on trains or highways. Cooperation in adhering to the schedules will assist in the smooth functioning of the school year and in the continuing progress of each child.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French.

ASSIGNMENTS FOR ABSENTEES

Parents of absent children are requested to telephone the School office each day BEFORE 10:00 A.M. to ask for assignments, and to call for them at the office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M.

Students who are late to school are expected to report to the office for a slip admitting them to class or study hall. Permission for Upper School students to leave the campus during the school day must be obtained from advisors (boys) or Dr. Landau (girls). Students who have to be absent from class, study hall, or athletics for doctor's appointments are asked to bring written notification from their parents.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the School are normally travelled by bus and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school-sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group, unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

STANDARDS COMMITTEE

If there are any new parents or any old parents who do not have a Standards Committee booklet and would like one, please contact Mrs. Francis Wilson, Jr., Hi 6-1511, or Mrs. Talley at School.

MRS. FRANCIS WILSON, JR., *Chairman*

THEATRE TRIPS

There will be two school sponsored theatre trips for Upper School students this fall. The first will be to see *A Man For All Seasons,* Monday evening, October 21st. The second will be to see *Oedipus Rex* — by the National Theatre in a special performance at the Francis Parker School, Friday, November 8th at 2 P.M. Bus transportation will be provided for both trips.

VIRGINIA S. DEANE

THE BOARD OF DIRECTORS

Thomas F. Geraghty, Jr. President
Robert E. Hunt, Vice-President
William F. Benoist, Jr., Secretary
Lorenz W. Aggens, Treasurer
Nathaniel S. French, Headmaster
Paul W. Guenzel
Foster Hannaford
Paul C. Harper, Jr.
Hubert E. Howard, Jr.
Lawrence Howe, Jr.
Robert M. Johnson
Gilbert H. Osgood
Donald S. Perkins
Herbert F. Philipsborn, Jr.
Kenneth T. Russ
Daniel C. Searle
Howard E. Sommer
Francis R. Stanton
Albert F. Winston
Hobart P. Young, Jr.

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1963-64

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of Girls ..... Virginia S. Deane
Secretary to the Headmaster ..... Dorothy S. Roberts
Head of the Middle and Lower Schools ..... George F. Eldredge

Assistant to the Headmaster ..... Barbara A. Foote
Assistant to Head of Middle and Lower Schools ..... Jessie C. Griswold
Treasurer ..... Lorenz W. Aggens
Administrative Assistant ..... Joseph J. Nold
Assistant Treasurer ..... Elsie V. Harridge
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Registrar ..... Jean K. Talley
Public Relations ..... Helen F. Joseph
Transportation ..... Katherine L. Brunner
Bookkeeper ..... James J. Bergen
Office Secretary ..... Violet E. Dormody
Office Secretary ..... Jane Lawlor
Receptionist ..... Esther J. Mitchell
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Manager of Day Camp ..... C. Bertram McKinney

LOWER SCHOOL

Fifth Grade ..... Kathleen M. Collingbourne
Fourth Grade ..... Katherine L. Cretcher
Third Grade ..... Nancy C. Fairbanks
Second Grade ..... Frances B. Renoe
First Grade ..... Janet E. Crouch
Kindergarten Teacher ..... Joan F. Keener
Kindergarten Teacher ..... Janette J. Damaske
Assistant Kindergarten Teacher ..... Margot B. Beadle

MIDDLE SCHOOL

English ..... Beverly Arment, Margaret B. Christie, Thomas Yeomans
Social Studies ..... Joseph H. Nold, Joseph R. Schulze, Thomas Yeomans
Mathematics ..... Jean B. Pettibone, Virginia Ingram
Science ..... William C. Provine
French ..... Rosalind Reimann

UPPER SCHOOL

English ..... Charlotte S. Cooperman, Barbara A. Foote, Richard Lacey, June Sochen, Frank Wallace
History ..... Virginia S. Deane, Jane L. Lewit, June Sochen
Mathematics ..... Elsie V. Harridge, David McKusick, Stephen S. Ober, William W.Talley, Sandra J. Brown
German ..... Karla Landau
French ..... Simone Valvo, Liliane Durham, Rosalind Reimann
Latin ..... Elizabeth R. Becker
Science .... William W. Talley, Martin J. McCarty, Sandra J. Brown, Lorenz W. Aggens
Health Education ..... Perry Dunlap Smith

INTER-SCHOOL

Art ..... John F. Almquist, Jane Dalton
Dramatics ..... Charlotte S. Cooperman
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Anne B. Strong
Music ..... Vincent B. Allison, Marilyn W. Grenzebach, Mary Louise Almjeld
Athletics ..... Martin J. McCarty, S. Joy Spencer
Assistants in Athletics ..... Andrew Peterson, Sue V. Maland
Developmental Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade..Miss Ingram and Mr. Schulze
7th Grade Miss Dalton and Mr. Yeomans
8th Grade...Mr. Nold and Miss Arment
9th Grade Girls.....Miss Sochen
9th Grade Boys.....Mr. Ober
10th Grade Girls.....Mrs. Becker
10th Grade Boys.....Mr. McCarty
11th Grade Girls.....Mme. Valvo
11th Grade Boys.....Mr. Aggens
12th Grade Girls.....Miss Deane
12th Grade Boys.....Mr. Wallace

PARENTS ASSOCIATION

President, Mr. James R. Wilson, 207 Dickens Road, Northfield 446-3638
First Vice-President, Mr. Robert H. Brew, 335 Locust Road, Winnetka ..... HI 6-3293
Second Vice-President, Mr. Adam A. Breuer, 155 Thorntree Lane, Winnetka.. HI 6-3366
Treasurer, Mr. John B. Elliott, 338 Linden Street, Winnetka ..... HI 6-3213
Secretary, Mrs. Robert B. Jarchow, 1214 Ridgewood Drive, Northbrook ..... CR 2-0064

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, exofficio, and the Standing Committee Chairmen.

STANDING COMMITTEE CHAIRMEN

American Field Service, Mrs. Robert K. Strong, 1092 Crescent Lane, Hubbard Woods.... VE 5-2891
Mrs. William W. Darrow, 1154 Pine Street, Winnetka.... HI 6-5048
Art Library, Mrs. Robert W. Carton, 674 Hill Road, Winnetka ..... HI 6-2347
Athletic, Boys, Dr. Carl Davis, 68 Park Lane, Golf ..... PA 4-0747
Athletic, Girls, Mrs. Dimmick D. Drake, 744 Lincoln Avenue, Winnetka..... HI 6-1491
Costume, — General, Mrs. Herbert F. Philipsborn, Jr., 874 Grove Street, Glencoe.... VE 5-2382
Costume, — Opera, Mrs. Sydney T. Keel, 660 Elder Lane, Winnetka ..... HI 6-0056
Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka ..... HI 6-6189
Educational Lecture Series, Mrs .Donald S. Perkins, 2100 Drury Nane, Northfield.... HI 6-7082
Mrs. Lynn Williams, 1175 Whitebridge Hill, Winnetka ..... HI 6-4388
Mrs. Everett Shorey, 147 Birch Street, Winnetka ..... HI 6-1347
Faculty Teas and Refresh., Mrs. James Brown, 200 Chestnut St., Winnetka .. HI 6-1471
House, Mrs. Stephen P. Moorhead, 605 Sunset Ridge Road, Northfield ..... HI 6-7160
Library, Upper School, Mrs. Oglesby Paul, 274 Ridge Avenue, Winnetka..... HI 6-6189
Library, Middle School, Mrs. Robert B. Jarchow, 1214 Ridgewood Drive, Northbrook.... CR 2-0064
Library, Lower School, Mrs. Thomas Boal, 834 Boal Parkway, Winnetka .... HI 6-0687
Mrs. Stephen S. Ober, 1004 Westmoor Road, Winnetka ..... HI 6-6134
Middle School Tel., Mrs. Burnham Batson, 611 Greenleaf Ave., Glencoe ..... VE 5-2077
Lunch, Mrs. Sidney T. Keel, 660 Elder Lane, Winnetka ..... HI 6-0056
Mrs. Paul Misner, 552 Woodlawn Avenue, Glencoe ..... VE 5-2262
Notes, Mrs. Stephen Hawxhurst, 189 Harbor Street, Glencoe ..... VE 5-2250
Office, Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield ..... HI 6-3925
Publicity, Mrs. Paul C. Harper, Jr., 698 Blackburn Road, Winnetka ..... HI 6-6352
Safety Council, Mrs. Stephen H. Raymond, 183 Lake Street, Glencoe ..... VE 5-3408
Mrs. Blake Flint, 1274 Tower Road, Winnetka ..... HI 6-2636
Steering — Chairman, Mrs. Robert M. Johnson 411 Glendale, Winnetka ..... HI 6-7527
Steering — Upper School, Mrs. Ezra Pugh, 948 Hubbard Place, Winnetka .... HI 6-6192
Steering — Middle School, Mrs. Robert Schmitt, 970 Sunset Rd., Winnetka .. HI 6-0093
Steering — Lower School, Mrs. John B. Saunders, 96 Church Road, Winnetka.. HI 6-5077
Standards Committee, Mrs. Francis S. Wilson, Jr., 70 Locust Road, Winnetka.. HI 6-1511
Student Activities, Mrs. Joseph M. Brickman, 16 Canterbury Court, Wilmette.. AL 1-1516
Woman's Board, Mrs. Myron Ratcliffe, 82 Indian Hill Road, Winnetka ..... AL 1-7126

GRADE CHAIRMEN

Junior Kindergarten, Mrs. Ralph D. Teich, 639 Windsor Road, Glenview .... PA 4-8033
Senior Kindergarten, Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield.. HI 6-3925
First Grade, Mrs. Bradford Macy, 2901 Jerrie Lane, Glenview ..... PA 4-9281
Second Grade, Mrs. Weston Whiteman, 5 Country Lane, Northfield ..... HI 6-6344
Third Grade, Mrs. Robert Dille, 1631 Ridgewood Lane, Glenview ..... PA 4-2962
Fourth Grade, Mrs. Daniel J. Boone, 240 Locust Road, Winnetka ..... HI 6-0611
Fifth Grade, Mrs. Hubert E. Howard, Jr., 715 Sheridan Road, Winnetka .... HI 6-4541
Sixth Grade, Mrs. William D. Ross, 1310 Hackberry Lane, Winnetka ..... HI 6-5511
Seventh Grade, Mrs. Thomas B. Blair, 286 Ridge Avenue, Winnetka ..... HI 6-5656
Eighth Grade, Mrs. Howard R. Conant, 736 Greenacres, Glenview ..... PA 4-4994
Ninth Grade, Mrs. John F. Milliken, 952 Fisher Lane, Winnetka ..... HI 6-3820
Tenth Grade, Mrs. Arthur E. Reinhold, 12 Country Lane, Northfield ..... HI 6-3046
Eleventh Grade, Mrs. Carl Davis, 68 Park Lane, Golf ..... PA 4-0747
Twelfth Grade, Mrs. James A. Babson, 153 Sheridan Road, Hubbard Woods .. HI 6-1586
Mr. Robert K. Strong, 1092 Crescent Lane, Hubbard Woods ..... VE 5-2891

The North Shore Country Day School Winnetka

notes

December, 1963 – Vol. XXV, No. 2

ESKIMO FRIENDS

Point Hope Alaska, located 130 miles above the Arctic Circle on a point of land which juts into thee Chukchi Sea, is the home of 300 Eskimos. Their way of life today is best described as "in transition." There is archeological evidence to show that these peoples have been on their point of land for at least 3,000 years, and much of the life there now follows the pattern of these previous years.

The 19th century, however, brought whaling ships — and foreign diseases — to the area, and in 1890 the first white man moved into Point Hope to live.

This man answered the plea of a whaling ship's captain who found most of the village dead or dying of tuberculosis. Leaving his practice in New York, Dr. Driggs traveled 5,000 miles alone to this outpost and on a diet of soda crackers and water, brought medical aid, education (the first day of school was held the week he arrived) and Christianity to Point Hope.

Today, unlike most Alaskan native villages, Point Hope has maintained the integrity of its native Eskimo ways while accepting, with discrimination, many of the medical, education, and technical advances of our culture. The men still hunt for the basic foods — whale, caribou, seal, fish, snowy owls, ducks, and polar bear. The most effective local transportation is still a sled pulled by an eager team of huskies — their tails waving like flags as they race across the tundra and the sea ice. Whaling boats (umiaks) are made of seal skins pulled tightly over a wooden frame.

The warmest clothes for the arctic are made of the local furs; sealskin mukluks are the choice of footwear for our arctic Air Force and Dew Line men. The snuggest houses are made of chunks of sod packed around a frame of whale bones to form one very warm and easy-to-heat room. A wooden frame house is difficult to insulate against the constant strong wind which sweeps across the tiny finger of land.

There is more to the story now, however. The native meats are often served with canned fruits, vegetables and milk. Starches and sugar have come into the diet. The men sometimes spend the summer months on construction and other wage-earning jobs in Alaskan cities to earn money for these foods and for other available goods.

Small planes bring mail, doctors, visitors, and faster transportation means into the village whenever weather permits. Under the fur parkies are found many outfits ordered from Sears, and inside a sod house one can find a portable radio and a tape recorder.

Dr. Driggs' work has born fruit in all areas. Native "health workers" now run a daily clinic with radio contact to the Kotzebue hospital, and the dentist comes twice a year. Two missions maintain the spiritual and moral strengths so necessary in these days of rapid change and exposure to the good and the bad in our culture. And, particularly significant for us, education is continuing at a Bureau of Indian Affairs school with excellent teachers and teaching facilities.

Last year, the third graders here at North Shore wrote letters to Eskimo pen-pals at the Point Hope school in connection with their social studies. (Their teacher had just returned from a summer at Point Hope.) This year the whole Lower School is involved in an exchange program with the Point Hope school — an exchange of pictures, letters, photographs and items of interest to each other. While the most excitement for us has been in the personal friendships esablished with letters and pictures from Eskimo pen-pals, we have also been able to look at and hold a walrus tusk, carved ivory jewelry, pieces of seal skin, whale-bone masks and baskets woven from the baleen of a whale's jaw.

Recently, our Christmas gift to Point Hope has been in preparation. The Lower School music classes have been working hard to make a tape recording of "the Story of Silent Night" to be told and sung for their new friends. When the tape is sent to Point Hope, it will be accompanied by 90 song books containing the words and music to the carols sung throughout the story. These have been mimeographed with illustrations by fifth graders and an introduction by the third grade. Every Lower School grade has practiced for and sung on the tape. This tape will be played for the Lower School and their parents at a Christmas party December 12th.

This has been a mutually exciting exchange of friendship which has served to increase curiosity about, as well as knowledge of, each other. Perhaps someday these children can meet each other face to face as men and women.

NANCY FAIRBANKS

REMARKS TO THE PARENTS

The following article is part of an address made by Mr. Edward Yeomans at the Fall Parents Association meeting. We are including it in the NOTES for those of you who may have missed the meeting.

Young people followed a more predictable course of rebellion and self-realization when education was boring and authoritarian and parents agreed that children were to be seen, but not heard. One of the hidden costs in our more enlightened methods of teaching and in our more permissive or cooperative adjustments in the home is that adolescents have to go to greater lengths to work up a good antagonism.

A healthy antagonism is a necessary component of growth towards independence and integrity. Yet in our home and school sectors, we have succeeded in eliminating many of the forces which young people once could oppose, with their growing strength of will and character. We have taken students into the firm, so to speak, and have enveloped them in guidance and understanding, always with excellent intentions, but not always with the expected results. We now have a dubious ally in the competition for college entrance, which puts such a premium upon "the school record" that a student may struggle to be an editor of the paper or manager of the team for reasons quite other than an interest in journalism or in management.

There is something unnatural about this much conformity, as the beatniks have been telling us in their off-beat way. Young people want something more than the offer of our culture, as transmitted by our schools. It sees too many inconsistencies between what we say and what we do to be satisfied with that. Simply stated, young people want a better world, and are willing to work for it if shown how. The least we can do is not to hinder any more than possible by trying to standardize our expectations around those of a world that is passing away.

This brings me to point (c) in the list of four: the reaction of young people to crises.

It is clear that the kind of world we are living in, with its revolutions of political freedom, of civil liberties, of social reform, and of population growth, is going to move from one crises to another throughout the forseeable future and that we in this country are going to be increasingly involved in each of them. What we once called a crises may even come to be thought of as just another predicted, or inevitable, step from one epoch to the next, taking its place in the expected patters of change.

If this view sounds too deterministic, it could be that our present preoccupation with crises is not based upon sufficient experience with the realities that surround us. I never really saw poverty until I went to the Dominican Republic last spring, nor did I have any first-hand impression of what a dictatorship as complete as Trujillo's can do to the spirit of a people. It seems incredible now that this country allowed itself to support that government.

Young people respond to crises with apathy or tension because adults respond to them with apathy on tension. We are not helping them to see why this has become the norm of life, rather than the exception, and that many of the changes that produce crises are long overdue.

But telling is not enough; there must be participation as well, and service eventually. If young people need a challenge, and a first-hand experience with reality, there is plenty of it to be found in any large city. Here is where home and school can combine their efforts fruitfully to the end that more segments of the life around us than we usually see become sources of study, of communication and of compassion.

Time is the great problem. But can no time be spared from History in order to see a place in which history is being made? Can nutrition be understood without an experience of malnutrition, or democracy without a view of subjugation? What do civil rights mean to anyone who has never known the feeling of being part of a minority group? Are we well advised to spend so much of our student's time in athletics when the stuff of real crisis is close at hand? Could summer-time be used for study-tours and work camps that would give meaning to a series of crises which otherwise would leave young people either apathetic or tense?

My work in the Peace Corps convinced me that young people want first-hand experience with things as they are, and that they are willing to work hard to help, where help is needed. The volunteers are older than most of our students in school, but they were no wiser before they went overseas. What they have learned by their experience is that crises are normal and that service in pursuit of an ideal is about the most rewarding occupation a person can have.

To return at last, I hope that we will not be discouraged by the differences that inevitably exist within the home sector and between the sectors of home and school: that instead we will begin to search together for better ways than we have found so far to provide our young people with experiences of the real world, and with ways to be of service in it. This is a field in which parents, with their practical experience of civic enterprises, can be of great assistance to their

school (The Rockland County Project). By no means do I suggest a return to the study of the post office and supermarket as examples of the "here and now." The object of our study shall be a truer understanding of the human condition, of the factors that restrict it and of the spirit that animates it. Within this broader concept lie, I believe, the answers to many of our questions about freedom and restraint within our young people, for the balance becomes delicate only when our purposes become obscure.

I cannot believe that it was ever intended that preparation for college should take the place of involvement with life.

EDWARD YEOMANS

BOOKS FOR LOWER SCHOOL LIBRARY

The books in our library tend to wear out quite fast. We mend many books, but the mending doesn't seem to last long either. Rebinding is expensive, but some of our books are well worth it and we have them rebound. If any of the following books are unused in your libraries, we would greatly appreciate your gift to the library.

The Bird Began to Sing, Marjorie Flack

The Sea Around Us, Rachel Carson, young reader edition

Any Babar books

Any Dr. Seuss books

Any Beatrix Potter books

Biographies of Lincoln and Washington

These are merely some of the books we are mending. We always appreciate any books that the lower grades would enjoy having in the library.

DECEMBER CALENDAR

Our students will present a series of Christmas programs in the final two weeks before vacation. All parents and friends are invited to attend, especially the late afternoon Choral performance on Tuesday, December 17.

Tuesday, December 10 — 10:30 A.M. — A Cappella and Ensemble — Christmas music of Spain

Thursday, December 12 — 10:30 A.M. — A Cappela — *A Ceremony of Carols*

Friday, December 13 — 10:30 A.M. — Christmas Tableaux
Scenes from the Christmas Story, presented by the Art Major students with music by the A Cappela and Ensemble.

Monday, December 16 — 10:30 A.M. — Christmas Reading
Mr. Perry Dunlap Smith

Tuesday, December 17 — 10:30 A.M. — Christmas Music

The High School Chorus will sing the *Magnificat* by Johann Sebastian Bach

5:15 P.M. — Repeat of morning program for parents. The concert will last about forty minutes.

Thursday, December 19 — 10:30 A.M. — Santa Claus Party
Santa Claus visits us in the Boys' Gym for a party of dancing and games. Reports will be given by Toy Shop Committees.

Friday, December 20 4:00 P.M. — Christmas Pageant
A section in the auditorium will be reserved for Ninth Grade Parents until 3:55 P.M.

All boys are requested to wear coats and neckties. High School girls are asked to wear suits, blazers, or wool dresses and stockings.

Middle School students will be excused from school on Friday, December 20, at 12:40, following their lunch period. They should return to school at 3:30, girls wearing dresses, boys wearing coats and neckties.

Lower School students do not have a regular school day on Friday, December 20. Students from 2nd through 5th grades come to their rooms at 3:30 and will go to the pageant and return from it with their grade teacher. They will be dismissed for the vacation from their grade rooms at 5:00 after the pageant.

School opens Monday, January 6, 1964 at 8:25 A.M.

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXV No. 3

Annual Report

The school year 1962-63, the forty-fourth year in the history of the School, opened in September with an enrollment of 454 students (233 boys, 221 girls), 99 of whom were the children of alumni. On hand to set the pace for academic ventures was a teaching faculty of 45, while the business office file of social security numbers, including as it must all part time employees, held 70 cards.

Teachers and Teaching

A full year's course in geology is a relatively new addition to our science curriculum and one of increasing popularity with students. They constructed a table some twelve feet long, strong enough to hold five hundred pounds of sand. A continuous stream of water enabled them to simulate and observe the gradational process of moving water on valley formation, river bottom deposits, stream meanders and deltas. Beyond general knowledge of processes aand geologic history, their studies taught them to understand and appreciate that the school grounds are situated on a ridge cut into a glacial moraine formed when Lake Michigan was sixty feet higher than it is today. A three-day field trip into the Baraboo-Devil's Lake area of Wisconsin provided opportunities to observe the various glacial and geologic phenomena of the area.

* * * * *

A group of French students, most of them juniors although enrolled in French IV, brought to Morning Ex an interesting dramatization of the life of Francois Villon. Written by a student, this operetta told in dramatic form the tale of Villon's fear of death. Class discussion of Villon's poetry led one student to write both the original music and lyrics which boasted four original songs and

dialogue in French, and the class became the cast for the production.

* * * * *

While we struggle to lead a child to a fuller and more accurate understanding of his own culture, we know we must nowadays at the same time help introduce him to non-Western cultures. Efforts in this direction were made in all three divisions of the school — a good example being the sixth grade study of the impact of Western civilization on Eskimo life. Their studies were based on Peter Freuchen's accounts and by their dramatization of confusions which arose in a trading post as a result of the difference between the Western and Eskimo heritages, the students shared their knowledge in two very enlightening Morning Ex programs.

* * * * *

What may properly be described as a revolution in the teaching of mathematics has produced nation-wide excitement and a frightening pace of change springing from such centers of research and revision as the Maryland Project, the Madison Project in Syracuse, the Cleveland Project, the Illinois Project and the School Mathematics Study Group at Stanford. To keep abreast of new ideas and new materials, without loss of independence or educational integrity, has become a task of immense proportions. We are fortunate to have a faculty which has been willing to go back to school in the summer and which is able to undertake the teaching of new materials employing new methods of instruction. For the lower grades we produce most of our teaching materials, borrowing a good idea wherever we find one, and we begin the formal Illinois Secondary School mathematics course in our seventh grade. This is not to say that we have brought greater pressure to bear on younger children and there is reason to believe that it has bee

easier for the younger children to understand and work with the newer concepts than for those who are older. It is too soon to predict where the school mathematics curriculum will settle down, but it seems clear now that our students are more frequently interested in mathematics than they used to be, the majority of those entering our ninth grade being sufficiently advanced to support a current plan which will carry them through analytical geometry and differential calculus before graduation from high school.

* * * * *

Coincidentally with the revolution in the teaching of mathematics, dramatic changes have been made in the science curriculum. Several years ago we introduced a new physics course designed by the Physical Science Study Committee working with Zacharias at Massachusetts Institute of Technology. One year ago the chemistry course adopted the "bond approach" to the teaching of chemistry. In this last year we introduced an entirely new and more demanding course in biology developed by the Biological Sciences Curriculum Study. At the same time, in the Lower and Middle Schools, a more vigorous attempt to introduce young children to science as an intellectual process has resulted in changes which are distinctly experimental but promising in the initial stages of development.

* * * * *

Musically the year was one of great variety. The Lower School children made great progress toward understanding and appreciation of the fundamental patterns of music through extensive use of the Carl Orff method of teaching. (We have managed to collect a fairly large inventory of instruments which are designed for use in this method, ordering from Germany where they are manufactured.) Beyond this the children in our Lower School continued a singing program which found its

most sophisticated expression in the production of a cut version of *H.M.S. Pinafore.* The sixth and seventh graders, working largely in out-of-school hours, entertained us with a musical comedy, *The Lumpy Mattress,* a fantasy based on a fairy tale, *The Princess and the Pea.* The eighth grade offered its own operetta, dripping with sonorous sentimentality, *An Old Kentucky Garden.* The Upper School program included portions of Handel's *Messiah for* Christmas, Gilbert and Sullivan's *Yeomen of the Guard* in March and a fine Commencement program. The A Cappella and Ensemble (rechristened *Sangerbund* for joint appearances) sang occasionally at School and traveled to Milwaukee University School and to Mary Institute in St. Louis. Various small instrumental groups, not the least of which was a new brass quartet, offered some exciting musical moments.

While the making of music is and must remain the core of the School's program, the picture would be incomplete without some mention of the concerts which took place in the School auditorium. Each year we hear college singers on tour and last year we particularly enjoyed the Earlham College group. We also had three concerts given by the Community Music Center symphonic orchestra, one by the Woodwind Quintet, one by the Fine Arts Quartet and one by the Komitas String Quartet who played beautifully and then allowed the students to question them, through an interpreter, on life and music in Moscow. All told, a rich fare.

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There are immensely exciting and invigorating suggestions, thoughts, and hopes astir in the educational world and it becomes the faculty of an ambitious school to wander in this garden in search of a new blossom which may become a hardy perennial. Thus we go forth, and we welcome those who come

in our direction. The school was represented by its faculty in a variety of organizations which include the Independent Schools of Greater Chicago, the Independent Schools Association of the Central States, the Teachers Council of the Independent Schools Association of the Central States, the National Council of English Teachers, Anthropology Curriculum Study Project, the National Association of Independent Schools, the Headmistresses Association of the Middle West, the National Association of Principals of Schools for Girls, Country Day School Headmasters Association, the Headmasters Association, the New Trier Township Correlation Committee on Mathematics and the Educational Records Bureau.

Although members of our faculty have notable influence in the work of these organizations, holding positions of responsibility in six, we do not contribute our share to publications. Needless to say, the excuse for this is normally "too busy to write," to which might be added that we are more interested in seeking than in expounding. However, at the risk of being mistaken for a university president seeking foundation funds, I must admit a hope that some of our faculty will find time to write of their efforts to find a better definition of the job to be done, and their efforts to find a better way of doing that job.

* * * * *

It is almost inevitable that a good faculty will demand more and more of its students and it would be hard to justify a teaching responsibility which was not demanding. A history teacher asks of students a knowledge of the narrative and beyond this should press them to draw inferences from the story which could serve as principles for guiding inderstanding of other historical or contemporary situations. In short, a good academic faculty will not be satisfied with a

superficial memorization of the subject matter taught. Add to this the belief that a valuable experience in the arts requires enough practice to support a performance beyond mediocrity, and North Shore has, in the making, a syndrome of pressures which can become overpowering. Over a number of years the faculty has discussed this problem and we tried, in this past year, a device which we thought profitable. The headmaster was given the right to announce at 8:25 in the morning, without previous warning, a 24 hour postponement of all assignments and cancellation of all classes for one academic day. This has been done only in the Upper School and is known by the students as "a free day." The plan for the day provided buses to the Art Institute, buses to the Museum of Science and Industry, and a chance to read a book that was not assigned. We believe that the "surprise" or "free" day did something to relieve pressure and at the same time provided an adventure into profitable fields of investigation.

* * * * *

As the 1962-63 year progressed we watched athletic success pile on success and began to wonder whether or not we were in the appropriate League. In size of school we are below the middle of the roster of teams in our League, and other measures seem irrelevant. Thus we may accept the figures and rejoice. The boys' varsity teams were champions in football, in baseball, in golf and in basketball, although they were eliminated in the basketball tournament. The girls compete interscholastically in two sports: they were undefeated in basketball, and, for the sixth consecutive year, unscored on in hockey. There is much to say about the problems of educating the "physical being," but we rest with a commitment to sport which may well remain an abiding interest throughout the lives of our students.

From time immemorial we have been unwilling to be known as a preparatory school but we have never dodged the fact that successful college admission is a proper measure of our success. We prefer to think that an interest in academic affairs, artistic sensibility, a willingness to play a part in a responsible relationship to society and an ability to perform in sport, should be the measures of a student in the School. However, we watch with pride the college measure of our seniors. The boys in the class of 1963 are now attending Bowdoin, Columbia (2), Tulane (2), Kenyon, Lake Forest, Harvard, Iowa Wesleyan, Colgate (2), Boston University, University of California at Berkeley, Rutgers, Williams, Iowa State, Whittier, Wesleyan, University of Illinois and Pomona. The girls are currently at Bryn Mawr, Bennett, Centenary, Chatham, Colby Junior College, Colorado College, Connecticut, Converse (2), Lawrence, Massachusetts Institute of Technology, Pine Manor Junior College (3), Skidmore, Smith (2), Trinity, University of Denver, Vassar and Bradford Junior College.

* * * * *

The 1962-63 record of teachers and teaching is a story of men and women who have brought to the School their knowledge, their devotion to children and their commitment to ideals. The record would be less good were it not for those who earned their spurs and remained to be an influence on the lives of youngsters as well as an influence on the decisions of their colleagues. Lewis A. Taylor came to the School in 1925 and completed 38 years of dedicated service to his students in June, 1963. He has been and he remains a man of intense convictions. One does not thank a man for his life, but we do honor his service with congratulations and respect, and we accept his retirement with regret.

Responsible Men and Women

The influence which a school wields in establishing the values of its students may well be the telling measure of the institution. This is not to say that parental influence is more or less significant, but the fact remains that a conflict in values between school and home is at best debilitating and at worst the progenitor of fundamental confusion. We have been fortunate in attracting those families who accept an attitude of responsibility for their fellow man and so have been partners in an educational venture. The School has been forthright in its belief that it should provide an experience designed to foster in its students a sense of responsibility for their society. To do this we have a point of view supported by a program. In general, this past year gave ample evidence of student interest in the institution's problems and in the needs of a wider community.

A good measure of our success in fostering an attitude which would support our motto, "Live and Serve," is hard to find, and so a recourse to the record of behaviour:

1. Those committees which were active in the day to day fulfillment of our school operation: The Morning Ex Committee, the Student Council, the Lunchline Committee, the Proctoring Committee, the Vaudeville Committee, the Opera Coordinators, the managerial staffs of the Purple and White and the Mirror, the Work Day Committee and a festoon of Girls' Athletic Association groups which provide a multitude of important services.
2. Those whose attention was directed towards the larger community: the singers who went to ease, with music, the tedium of long hospitalization; the group which went to the city to work on interracial problems; the annual Toy Shop effort; the Saturday car washes and the bottle collection efforts in support of a

student from abroad (a Pakistini in 1962-63); the long hours of thought and leadership by the Special Service Committee.

It should be made clear that we think of the School's objectives with some ambivalence, dedication to intellectual development being our primary purpose. However, there are those among us who extol academic experience for its power as an agent of moral and social ends, being convinced that the mind of a child functions in an environment of purposeful demand. Thus we believe that intellectual integrity, promptness in completing work, contribution to class discussion, neatly executed papers and even the adoption of customary practices of spelling and pronunciation may provide an important training ground for values which are not solely intellectual in import.

Parents at School

We enjoyed another year in which the growth of children was deeply affected by parents who gave much of their precious time and energy to the School. A full report of their contribution would require a separate statement which should be made in the interest of education generally. The obvious and important duties that parents fulfill at the telephone switchboard, the lunchline, the libraries, the costume room, the art collection, provide daily evidence of devoted service. We are a better school for the efforts of the committees which organize special events such as dances or the Educational Lecture Series.

Beyond this invaluable support is the backing we get from the Woman's Board and from the work of the Parents Association in the annual fund drive. A party for the faculty and parents provided a gay occasion for all and a profit in money. A winter sports exchange turned out to be a significant community service and was also profitable.

Neither the service at School nor the money raised for the School tells the whole story. Both are of crucial importance, but the communal effort to provide them produces a third value since a knowledgeable participation in the affairs of the institution lends strength to our basic purpose.

Material Matters

One neighbor says, "An imposition," another says, "Thank you for it." It was cast with the School's seal and name imprinted on it in Heidelberg and one is led to paraphrase "Something there is about a bell." Given by the family of a senior, it rang forth its first peals in June to be forever after the sound at 8:25 in the morning which calls students to their desks and again at mid-morning to call the School community to its daily gathering.

* * * * *

Increasingly language teachers across the country rely on tape recorders and other machines to provide additional experience in hearing and speaking. There is a rapidly expanding variety of machines to meet the growing demand but the key factor in all of them is the ability to record and reproduce sound. This means that we must provide space for recording and listening. As a step in this direction the crew built into the Study Hall a small room which is much used by language students.

* * * * *

It seems only yesterday that the lighting in Walling Hall was ideal, being of adequate intensity and pleasantly indirect. However, current standards for school lighting are much higher and we have taken the first step in a project which will increase by a large factor the light intensity throughout the building. It is hard to believe that we will ever want more light than the new fixtures provide, but then.....

* * * * *

Study of transportation costs finally brought us to the purchase of one large, hideously yel-

low school bus. It is not a thing of beauty and comfort levels are minimal, but it is highly efficient and has proved to be very useful. It is used for all manner of field trips and athletic trips. It even spent three days in Wisconsin.

* * * * *

We have been fortunate in our crew and so the beneficiary of their paint brushes, care with lawns, and the much less obvious work they do to keep the drains clear and boiler tubes efficient. The plant makes its many and varied demands on their time and ingenuity. It is the more noteworthy that we are as well kept as ever in the past.

Alumni

From day to day an educational institution belongs to those who are immediately concerned. The current students, teachers, and parents must be the measure of its effectiveness at a given moment, but in a deeper sense time will determine its stature. Today's being helps to shape a picture of the whole and timeless values emerge to become the essential institution.

This offers no mandate, but recommends an ear which is sensitive to those who carry into their share of the world's work the knowledge and the hopes they found at North Shore. No survey can express what the School has meant to those who have graduated and so we must rely on such critiques as come to us by letter and by word of mouth. Those that have come are deeply appreciated. Those forthcoming will be welcome.

The Alumni Bulletin and gatherings, whether local or distant, open the lines of communication betweeen the school as it operates today and those who are best equipped to judge its most basic values. Mr. Smith sent to visit us one of his University students, who wrote in thanks, "I just wanted to tell you how excited and awed I was to find the principles you told us about

all semester coming alive." If these principles are as good as I think they are they belong to all education and beg the support of those who know them best.

NATHANIEL S. FRENCH, *Headmaster*

Financial Statement

GENERAL FUND

INCOME AND EXPENSE:	1962-63	1961-62
Inome:		
Gross Tuition Income	$433,509	$422,636
Less: Scholarships	(50,859)	(48,687)
Other Earned Income	39,360	37,070
Total General Fund Income	$422,010	$411,019
Expense:		
Salaries and Employee Benefits	$372,400	$351,495
Educational Supplies and Equipment	20,374	17,785
Administrative and Operating Expense	55,718	46,566
Maintenance and Improvement Expense	18,895	21,842
Total General Fund Expense	$467,387	$437,688
General Fund Deficit before General Fund Debt Reduction	$ 45,387	$ 26,669
Contribution Income from Annual Giving Funds — Parents and Alumni	41,688	0
Net General Fund Deficit before General Fund Debt Reduction	$ 3,709	$ 26,669
General Fund Debt Reduction	6,800	6,800
Total Net Deficit in General Fund	$ 10,509	$ 33,469

On June 30, 1963, the Development Fund was closed. During the 4½ years of the Development Fund Campaign, $816,773.77 was raised in cash and in pledges. As of June 30, 1963, $21,095.36 of this amount remained in the form of pledges and $795,678.41 had been collected. The Development Fund cash was applied as follows: $649,645.18 for the remodeling and equipping of the Upper School building, the construction of the new Boys Gymnasium, the partial refurbishment of the School's heating plant, and the preliminary steps in plan-

ning the Center for the Creative Arts; $22,456.00 for the endowed Fund for Teaching Excellence; and $183,815.56 for the subsidy of the School's annual operating deficit from January 1, 1959 to June 30, 1963, the expenses of the Development Fund campaign, the interest on bank loans required during this period, the cost of legal and other professional advice and assistance, and the cost of selling securities contributed to the Development Fund. The Development Fund expenses enumerated above total $855,916.74, which amount exceeds the cash contributions of the Development Fund by $60,238.33. On June 30, 1963, this amount was represented by a bank note of the School.

Since June 30, 1963, the solicitation of funds for the construction of the proposed Center for the Creative Arts and for the Fund for Teaching Excellence has continued. As of December 1, 1963 capital funds pledged toward the construction of the Center for the Creative Arts total $203,052.00 and additional contributions to the Fund for Teaching Excellence have raised the total in that Fund to $85,006,00 with an additional amount of approximately $15,000.00 contributed in the form of securities.

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The North Shore Country Day School LIVE AND SERVE Winnetka

notes

March, 1964 — Vol. XXV, No. 5

ARTS CENTER

As the days of construction of the new Arts Center draw closer, one can almost taste the joy of anticipation. Many people have given generously of their time and thought to provide a plan for this building and a large sum of money has been raised to support its construction. Although essentially a new home for the arts, the whole job which we undertake involves a new heating plant for the school, addition to the lunchroom, rearrangement and improvement in the kitchen and a much needed new locker room for the girls; in short, fundamental and far reaching improvements are afoot.

The new building will fill the space between the stage (west) end of the auditorium and the girls' gymnasium, replacing the ancient and honorable structure which was once the school's assembly hall-gymnasium and is now known as the "old, old gym". There will be a two-story structure with the first floor level matching that of the present lunchroom and the scenery room under the stage. The second floor level will be that of the stage. The simple sketches on page 4 give some idea of the plans.

It is entirely appropriate that we should, at long last, be providing the arts with the facilities they deserve. North Shore was one of the schools to recognize long ago the importance of experience in art, music, drama and shop as an important facet of education. These experiences were removed from the list of extras and made a requirement for graduation from the school. Today there are few, if any, schools whose commitment to the teaching of the arts is as well developed or as extensively demonstrated as it is here.

I find it very difficult and a little bit embarrassing to try to put into words the nature and the value of experience in the arts. One can see the bright light in the eye of a child more readily than one can describe its origin, and perhaps it is good enough to recognize and to treasure the spark. We know that sometimes voices blend to set the spine atingle and we know that there is a level of excitement offered to performing musicians somewhat greater than that provided for those who sit in the audience. Perhaps we should be content with the observation that mankind can be aroused to a high pitch of enjoyment in the creation of the beautiful.

And so, with the hope that more children will discover in themselves a lively response to the beautiful, we undertake to provide a new arts center. Confident that the job will soon be under way, I should like to set before the parents some difficulties we must meet. First there will be a job of demolition to be completed before the new work can be started. The old smokestack, the "old, old gym" with its anitquated locker rooms, the old boiler room, and the

janitor's cottage must be removed and trucked away as rubble. This will probably take some 20 working days of a wrecking crew, during which time there will be a substantial interruption of heat and power as well as peace and quiet. One plan for demolition calls for interruption of heat on the second day of work. It is probable that we will have to get along with temporary arrangements for heat during the last part of the school year. Under these circumstances a cold, wet snow in late April or early May will provide something more than a challenge to frolic.

The total time of building is unknown, but it is certainly more than can be comfortably bracketed between June 15th and September 15th, and so we face some interrupiion of services, which will include the loss of the use of our kitchen and lunchroom. No final plans resolving this problem have been adopted, but it now seems probable that each of us will bring his own lunch for a substantial part of the spring term. Some thought has been given to temporary kitchens and to food which could be trucked in from outside, but I have a suspicion that it would be considerably more economical — and probably good for each of us — to pack a sandwich and to expect from the school little more than daily fresh milk.

The two major problems appear to be the loss of the lunchroom, and the occasional damp, cold day which we can expect in May and June. However, there will be other inconveniences. No doubt there will be times when parking facilities are overtaxed and some who would rather drive to school will have to walk. For safety reasons it will be necessary to fence off a substantial area around the construction site and this will be something of a nuisance. It may be necessary to suspend temporarily or even cancel, part of the girls' athletic program. I shall hope that the only blown fuses are those which are properly a part of the electrical circuits.

Lest it appear that this building job poses a series of awesome annoyances and problems, I hasten to say that this is not the case. The disruption to the school envisioned by the building of the Arts Center is far less than that created by the construction of the high school building from which we were excluded for a time longer than one semester. I should expect it to be true again, as it was then, that people will meet their difficulties in good spirits and that the morale of the school will be splendid. The rewards to be expected are clearly and immeasurably greater than the inconvenience we will endure.

NATHANIEL S. FRENCH, *Headmaster*

MARY INSTITUTE

On April 11, a Saturday just after the Spring recess, North Shore will be host to seventy-six young ladies from the Mary Institute in St. Louis. Mr. Ronald Arnatt, their director of music, has prepared a program of choral music and dance which will be presented in our auditorium that evening. Just as our Sangerbund did when it visited them last year, the girls will be guests in our homes overnight, returning to St. Louis next morning. Set aside this date, April 11, to help make our visitors welcome and to insure by your attendance the success of this concert.

VINCENT B. ALLISON

OPERA

"Ruddigore? What's that?" Even as he speaks the questioner has a feeling deep down that the answer is "a Gilbert & Sullivan opus." And, by George, he's right! Why isn't it seen more often? Perhaps because of the stage problem posed by the necessity of bringing eight portraits to life. To see how the technical folks work this out should be worth the price of admission. In addition we will be seeing for the last time several players who have been treading the boards in our productions for several years now. Plan to attend. Friday and Saturday evenings, March 20 and 21, are the dates.

VINCENT B. ALLISON

HOMES NEEDED FOR FOREIGN VISITORS

118 homes are needed again this year for youth leaders and social workers who are coming from other countries to study and work in Chicago for two week periods this spring. The host families may choose whether they want a man or a woman guest, from which country, and which two week period between April 25th through June 28th.

If you and your family would be interested in seeing a folder and application form, please call Katrina Johnson at Hi. 6-7527 or Mrs. William Brueckner, coordinator International Program for Youth Leaders and Social Workers at Dickens 2-5330.

MARCH CALENDAR

Tuesday, March 3 — Educational Lecture Series, "Chicago — Seaport to the World," Professor Harold M. Mayer, The University of Chicago.

Saturday, March 7 — 8:30 A.M. — College Entrance Examination Boards.

Thursday, March 12 — 3:30-5:30 — Parent Faculty Tea — Walling Hall.

Saturday, March 14 — 8:30 A.M. — National Merit Qualifying Tests — 11th Grade.

Thursday, March 19 — 2:15 P.M. — Opera Matinee — Auditorium.

Friday, March 20 — 8:15 P.M. — Opera — Auditorium.

Saturday, March 21 — 8:15 P.M. — Opera — Auditorium.

March 26 - April 7 Inclusive — Spring Vacation

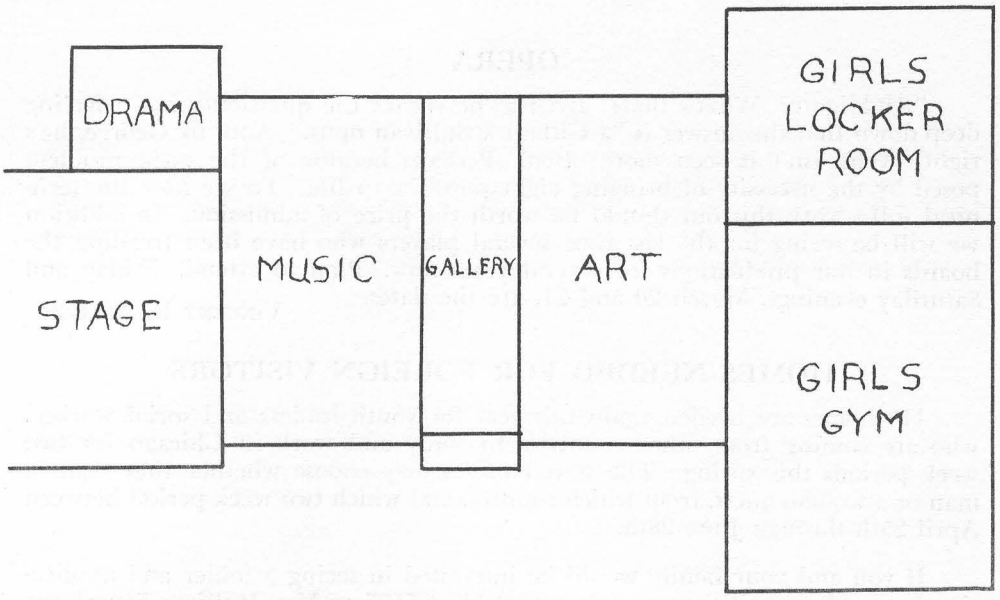
Dismissal Times —

Wednesday, March 25th

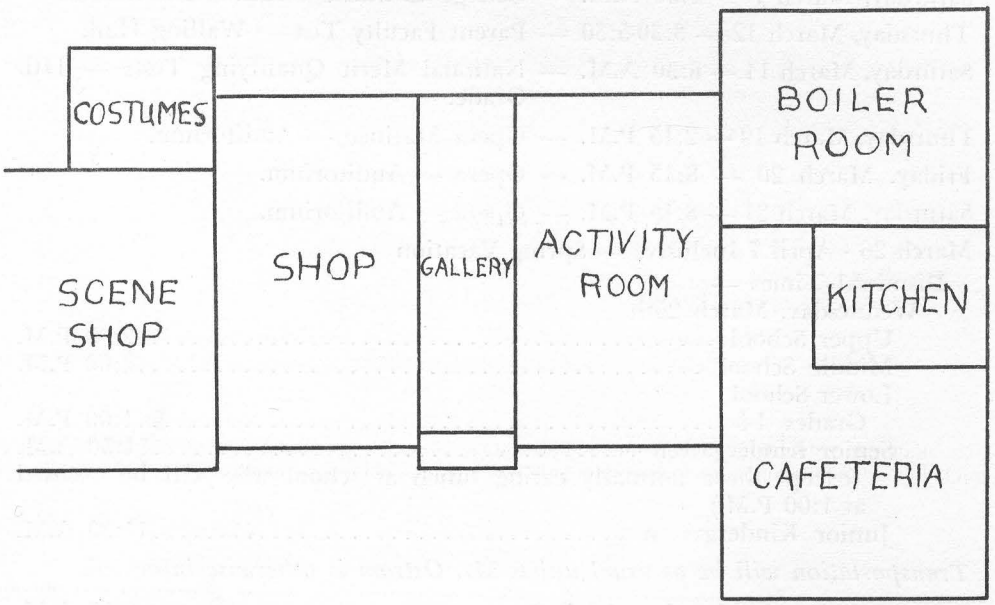
Upper School ..... 2:00 P.M.
Middle School ..... 2:00 P.M.
Lower School
Grades 1-5 ..... 1:00 P.M.
Senior Kindergarten ..... 11:30 A.M.
(except those normally eating lunch at school who will be excused at 1:00 P.M.)
Junior Kindergarten ..... 11:30 A.M.

Transportation will be as usual unless Mr. Ostrom is otherwise informed.

School Reopens Wednesday, April 8 ..... 8:25 A.M.



SECOND FLOOR



FIRST FLOOR

The North Shore Country Day School Winnetka

notes

April and May, 1964 — Vol. 6

SOME THOUGHTS ON BECOMING AN ATHENIAN

Imagine the Agora of fifth century Athens. It is early morning still, and the rising sun glows rosy on the Acropolis above. The market is beginning to fill with farmers from the countryside, their burros laden with olives or grapes. Shepherds drive their bleating herds through the narrow streets, and slave girls laugh and tease as they draw water at the public wells. Hawkers mumble a prayer for a good sale to a wayside statue of Hermes, as they make their street-crying way through the crowds. The market soon fills, and the din is great, but in the silence of the Parthenon above a few souls are offering sacrifice to Athena. A mistreated slave seeks asylum in the temple of Hephaistos, and begs the priests to resell him to a kinder master. Down at the Piraeus a ship captain pours a libation to Poseidon to insure a safe journey for his ship and cargo, and, in the parched inland, a woman prays to Zeus for rain, or to Hera for a painless childbirth. The youth, setting forth to hunt, raises his eyes to Artemis, and that evening perhaps he will do homage to Aphrodite. If it is an Assembly day, the Scythian policemen will soon be ushering the people towards the Ecclesia to vote on some important measure, or to the law courts to sit as jurymen. In the shade of the plane trees outside the city walls youths will soon gather to discuss the nature of man with Socrates or some other sophist, and, in the afternoon, these same youths will wrestle and run races against each other in the gymnasia for no prize other than their own satisfaction and the admiration of others. In the evening they will once more gather, this time at some friend's house, for food, drink, and conviviality, finally to wander home through the starlit streets, guided by a torch-bearing slave.

It is a varied scene, this; a rich scene. For all go their own way, and yet are united by the gods they worship, the values they believe in, and the city they live in and love. It is a scene remote in time, but not in humanity, and, in this sense, Athens is as close to us as twentieth century Winnetka.

She is, then, a fine example of any social community, but also she is a community which has profoundly influenced our own society. One has only to look at the architecture of many of our public buildings, or at our language, or at

our system of government or philosophical thought to recognize the omnipresence of Athenian thoughts and ideals. Thus, in discovering Athens, we can discover oureslves, not only as human beings, but also as inheritors of a rich cultural trust.

With this in mind I decided to immerse my eighth grade social studies class in Athenian life and thought, not just for part of a year, but for the entire year. The aim of the course was two-fold; 1) to become acquainted as closely as possible with the Athenians through a study of their daily lives, history, and literature, or in sum, to become Athenians, and 2) through this acquaintance and identification to become further acquainted with ourselves and our own society. Mythology was to be our chief means, for this vast and varied conglomerate of beliefs and stories was the matrix in which the Athenians lived and thought, and, by knowing it, we would come to know them. Paradoxically, the Athenians had no mythology, for, to them these stories and events were reality, not make-believe. They were a vital and integral part of life and thought; a backdrop to existence. Even the iconoclasts and radical scientists unconsciously formulated their new theories in mythological terms. Thus, through these so-called myths, we can gain many insights into the reality of life in fifth century Athens.

First, however, it was necessary to build a concrete foundation for our study. We therefore spent the fall examining in close detail, every aspect of Athenian daily life. We learned what they ate, wore, what type of houses and buildings they built, and how they made a living and spent their leisure hours. We witnessed the evolution of their government from monarchy to democracy and saw a concept of political equality and responsible citizenship emerge. We came to understand what it meant to be an Athenian woman, and to what standards the children were educated. Thus, we became Athenians, in the most tangible sense, and now knew how to conduct ourselves in the Agora, or at a symposium, and how we should treat our slaves, or a stranger.

We turned, then, after Christmas, to the myth matrix of these people, and centered our work around the reading of Homer's *Iliad.* Here was a story known to every Athenian, for many a youth could recite all or part of the work by heart, and all were familiar with the various characters who had played out the tragedy of the wrath of Achilles on the plain of Troy. It was from here that the Athenians came to know what their Gods were like, and whence they derived many of their values. In a word, the *Iliad* became our avenue to the core of Athenian psychology and thought, and we found along the way significant differences as well as similarities between these people and their Homeric ancestors.

Our classwork consisted, for the most part, in discussion of the characters and events in relation to us as Athenians. There were qualities in Achilles which we admired, and others which we would have sought to avoid. We could appreciate Paris for his beauty, but not for his cowardice and grievous breach of hospitality. We wondered whether Aias had more merit as a warrior than Odysseus, and whether Agamemnon's character deserved the power he had been given. Was Helen's infidelity excusable, since a goddess had manipulated her? And, indeed, what was the role of the gods in this Homeric life? Why was the

old warrior Nestor listened to by the younger men? Why did Hector choose to stand against Achilles when father, mother, and wife begged him not to, and he knew he was to die? These, and many other questions we asked ourselves in an effort to understand the motives and beliefs on which these people acted, and thereby to understand ourselves. Why, when Diomedes was outstandingly brave in battle, should it be said that Athena was inspiring him? Or why, when an arrow hit its mark, was Apollo near? Were the gods willful manipulators, or merely explanations of natural and psychological phenomena? To what extent is Athenian life reflected in the life of the gods and did the Greeks merely project their human values into heaven and then draw divine sanction for them? The questions were endless, but the aim in discussion was always the same, namely, to discover what meaning and relation that *Iliad* had to the Athenians and their lives. Undeniably, it was a part of them, conscious and subconscious, but the values were not always positive, and it was for us to decide, as Athenians, what we would accept or reject. We also had the advantage of being Americans, and therefore were able to detach ourselves from the work on occasion and view it more objectively. We were free to move with our questioning in either society, and to compare our impressions.

Besides our discussions, we wrote compositions in Homeric style, using the simile and epithets in both ancient and modern contexts. We made drawings of Achilles' shield and discussed Hephaistos' choice of scenes. In sum, we became deeply involved in the *Iliad,* not as students of an isolated work of literature, but as Athenians learning about our own life and ways. The book became our Bible, and the myth our reality.

The *Iliad,* however, is not the whole of Greek mythology, and so we spent time reading in Bulfinch's *Mythology* of heroes such as Perseus and Heracles, or in discussing the escapades of Apollo and the jealousies of Hera. Again we tried to understand why, for example, Niobe was punished so severely by Artemis, and why Orestes had to be pursued relentlessly by the Eumenides until he found aquittal at Athena's court. What meaning did these stories have for us as Athenians? What did they tell us about ourselves? In our writing we chose mythological incidents and dramatized them with dialogue and stream of conscience description, and, finally, just before spring vacation, the class was divided into groups of four and each group selected a myth to act out for the others. Kitons and other necessary props were made, and in this final stage of identification, Athenian children gave plays for their friends.

Eight weeks now remained to draw the course together, and as a focus I chose Sophocles' *Antigone.* This play, itself a myth, has inherent in it many basic values of Athenian society, which, in this case, are not all sympathetic. Antigone stands out against Creon as individual against state, as divine law of family against secular law, as woman against man, and every Athenian audience is torn with conflict. How are they to decide between their admiration for the individual and their love of the *polis?* How can they reconcile their deep feeling for the family's sacred bonds with their respect for the Law? And we too, as Athenians, were torn and had to decide. Antigone is any Athenian, and, in fact, any woman, for the conflict is universal and eternal, and we witness in this play a human tragedy as well as a Theban one.

In class we read and discussed the play, and acted parts of it. We discussed the qualities of Antigone's character and her dilemna, her contrast to Ismene, and the conflicts and shortsightedness in Creon's soul. Being now Athenians in body and mind, we were inside the play, so to speak, and could moralize with the chorus, or disagree with it. But most important, the play was a reality of our life, a product of our society, for we had seen its author in the Agora, and had felt the conflict long before we saw the drama.

It seems to me that the value of such a course is twofold. First of all, the student comes to know very deeply, through identification, another society; its daily life, its people, and its mores and beliefs. He becomes a member of that community rather than a detached observer, and his powers of imagination and association can be brought to bear fully on the material he is learning. Being within the society, the student can more fully and sensitively understand its values and principles, and what part he plays in it. And for an eighth grader Athens is especially pertinent, for she too was a child emerging from a matrix of imaginative, organic beliefs into more ordered and intellectual patterns of thought. The two qualities are profoundly mixed, as they are in any adolescent, but each can stimulate the other to growth. To the Athenians myth was reality, and they used it to advantage in their unique exploration of the cosmos; in science, mathematics, music, and the nature of Man. To us also it became reality, and we experienced a world very different from our own; a world where fact and imagination were uniquely blended.

Secondly, the year's time spent on Athens allows the student a special type of educational experience. Granted he does not learn the entirety of ancient history, and will have to cover this in other years; yet what he does learn, he learns well. He has time to immerse himself, not only in the facts of the society, but also in its values. He has time to see the same events from different sides, and to compare his responses to them. He knows what it is to be an Athenian farmer as well as an Athenian aristocrat, and he has been at once child and old man, and has viewed his society through those eyes. He knows what qualities to admire in Priam, and why he should avoid making the same mistake that Phaeton did. The facts have meaning because they are part of his life, and he has participated in their making. In a word, he has time to live in history, to identify himself in another context, and to feel an integral connection with that reality. From that point he can easily compare Athens with his own society, and can fully appreciate her profound influence on it and on himself. It seems to me that, in a world where superficiality tends to predominate, it is well to experience in depth a society where quantity was never an excuse for quality, and something of the child's wonder at the world remained alive in the adults.

THOMAS R. YEOMANS

LUNCH LINE ALERT

Any mothers who would like to help on next year's lunch line please call Mrs. Paul J. Misner, Ve 5-2262, or Mrs. Robert B. Jarchow, Hi 6-0048. There will be a "new look" in the Cafeteria and new equipment to work with.

MAY CALENDAR

May 2 College Entrance Examination Boards ..... Here

May 12 Music Center Concert ..... 10:30 A.M.
G.A.A. Banquet ..... 6:30 P.M.

May 15 Paths to Art, Antiques and Architecture ..... 11:00 A.M. to 5:00 P.M.

1. **Mr. and Mrs. Francis R. Stanton**
   715 Prospect Avenue

   Stunning modern created by Mr. Stanton from a Victorian residence with unique appointments forming a background for contemporary sculpture, painting and objects d'art.

2. **Mr. and Mrs. J. Robert Cohler**
   653 Hill Road

   Charming early Winnetka farm house and barn remodeled for modern living in a graceful manner accented by French and English antiques.

   Pay a visit to the FLEA MARKET in Farmer Garland's barn and explore the rare items.

3. **Mrs. Everett D. Graff**
   20 Fox Lane

   Gracious living in a Regency home designed by Stanley Anderson which houses a notable collection of Americana accented by English antiques.

4. **Mr. and Mrs. Denison B. Hull**
   115 DeWindt Road

   An authentic and original Georgian home designed by Mr. Hull which contains furniture and paintings characteristic of the period.

5. **Mr. and Mrs. Myron F. Ratcliffe**
   82 Indian Hill Road

   A delightful new home built in a French country style with imaginative decor created by Mrs. Ratcliffe for elegant suburban living.

6. **The North Shore Country Day School**
310 Green Bay Road

Activities Room of Boys' Gymnasium

Art Exhibition and sale by Chicago area artists and artisans and your stop for lunch if you have reservations.

Art Exhibition only will be open Saturday, May 16 and Sunday, May 17 from 11:00 A.M. to 4:00 P.M. in the Activities Room.

Tickets may be purchased now at the School or, on May 15, in the homes listed above or the activities room, Boys' Gym.

May 22 Senior Play, "Mad Woman of Chaillot" ..... 8:30 P.M.

May 27
or
May 28 May Day

This year's May Day will differ from previous ones in several ways. A bulletin describing our plans for this year will be forthcoming shortly, but the following information is available now and may be helpful for families needing to plan ahead.

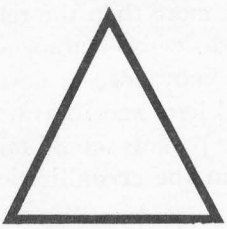
Date: Wednesday *or* Thursday, May 27 or 28. (We want to have some parts of the celebration outside and have, therefore, postponed the celebration until late in May. Allowing for the possibility that we might be "rained out" on Wednesday, May 27, we have reserved Thursday, May 28 as well.)

Time: The program will begin at 4:00 P.M., and may, at the descretion of each grade, extend through a picnic supper. We hope the later starting time will permit more fathers to attend.

The North Shore Country Day School Winnetka

notes

June, 1964 – Vol. XXV, No. 7



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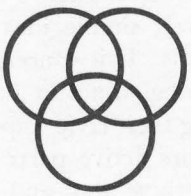

As another school year ends, I have a yen to re-assess the part we parents play in our school. Traditionally, we have been considered the third side of the essentially strong, inflexible triangle, whose other sides are the teachers and children. I prefer another analogy, that of three linked rings, where we think of parents, teachers and children interacting in several areas, while each group still retains its own identity. A linked chain is more responsive to external demands and changes, but remains strong in its adaptability.

Before we identify our own link, let us examine our picture of the whole school. We need to know what we want from the school before we can each help attain these aims. We all have many reasons for sending our children to the North Shore Country Day School. However, since we chose a day school for them, presumably we want to continue to take a major part in their most formative educable years. Since we have chosen this school for them, we must believe in the school's stated objectives: "the importance of the individual child," "academic excellence," "artistic experience," "commitment to sport," and development in the student of "reasonable judgment in the conduct of his personal life and willingness to assume civic responsibility."

Now, where do we fit in? An important job (besides the obvious, time- and energy-consuming one of keeping the school in existence by financing it!) is to give our teachers, who have been selected because of their exceptional professional skills, our complete and whole-hearted support. There are both specific and intangible ways of doing this. We can help them when they need extra hands in the class room or on a field trip. We can help enrich the curriculum by providing outside speakers for morning ex programs or arranging art ex-

hibits or finding new books for the libraries. We can help them enlarge their students' understanding of other cultures by arranging to bring AFS students to our school. More intangibly, we can give support by attending, and enjoying, dramatic productions, concerts, athletic events. We can discuss (i.e. argue) with our children the fine points of their school reading. The list is inexhaustible, but the point should be clear. We support here by caring about what our children are learning.

Our school's basic philosophy of education includes far more than the relatively simple idea of cramming our children full of knowledge and academic tools. It is concerned with teaching them how to use their knowledge in developing values to guide them in the conduct of their personal lives and in assuming their civic responsibilities. It is in these two areas that we parents should take more active parts in supporting and leading our teachers in the crystallization of these aims and values.

How do we want our children to conduct their personal lives? With honesty, integrity, courage of their convictions — of course. But how do we as parents actually interact with our teachers in trying to transmit these values? When history classes teach about the development of laws, how they are tested in court, how they are changed through due process — all efforts to protect the rights of individuals — what kind of attitudes are we instilling at home? Do we reinforce the school's teaching or do we dilute it on occasion? Most of us are guilty, every so often, of some fuzzy thinking and ostrich-like hiding, particularly in regard to driving and drinking laws. Our Standards Committee has attempted to spell out fairly specifically certain acceptable ways of behaving, which are fine as reinforcing guides. However, to take his place as a contributing parent of our school, each of us has to look at his own standards for personal conduct and then compare them to his attitude towards his own and his children's actual conduct, taking into account the school's rules and the nation's laws.

"Live and Serve" is our school's motto. It has always been our motto, but through the years the concept of how to carry it out has changed in response to the needs of our changing society. Again it is up to us, as parents, to help reformulate its aims. What do we hope our children will live for and how do we want them to serve? Is service on intra-school committees enough now in our rapidly expanding world? Some parents feel that our children are too young and too busy gaining academic competence to serve by taking part in any extra-community activity. However, many of us, along with many of our teachers, feel that our children have plenty of extra physical energy, which should be use-

fully channelled. An integral part of educational growth is to learn to know at first-hand the problems confronting the world beyond the school, such as those facing minority groups living in a deprived culture. Direct experience with outside work-projects not only gives added depth and meaning to their own studies, but helps give them a responsible purpose for their studying, not to mention incorporating true compassion in their personalities. We parents can help here by finding worthwhile projects, aiding in the mechanical details of carrying them out, and particularly, by voicing our moral support for including this kind of activity in the regular school program.

To help our children learn to "live", as in our motto, we must define the word in terms of today's world. We parents have to come to grips with the fact that civil rights are going to be extended to all our citizens. Disregarding here the moral issue and the question of the processes involved in bringing about the extension of these rights, it is important that our children and, for that matter, our teachers and ourselves, have the opportunity to know personally negro teachers and students. We owe our children the right to "live" with them now, so that they may realize that negroes are people like other people they know, some of whom they like better than others, some of whom play games better than others, are brighter than others, or prettier, or more amusing, or sillier, or..... We then, should actively solicit applications from competent negro teachers and from able negro students, who would bring breadth of living to our school environment.

There are other ways in which we can take part in helping our children learn to "live" in today's world. We can try to develop their judgment by prodding them into formulating their reasons for acting the way they do. By choosing to send our children to a day school, we see them at home occasionally and have the opportunity to explain (at least tell them about) why we do what we do. For instance, I like to argue with my children about the inevitability of the United Nations, about why, though I believe in the importance of our two-party system of government, I myself often vote a split ticket, about why I think the Peace Corps is wonderful, though I question the advisability of their own brother's going into it at this moment. In fact, I often wonder who is being educated most when our children attend the North Shore Country Day School!

At all events, I am urging all of us to take an active part in implementing the principles we claim to uphold and try to join with our teachers in stimulating our children to plunge responsibly into their expanding world's affairs, to respond with strength and knowledge to our society's changing conditions.

HENRIETTA B. MOORE — *a parent*

ALUMNI PARENTS

Please save Sunday, June 7th for the
ANNUAL ALUMNI SPRING PARTY
to be given at the home of
MR. AND MRS. THOMAS BOAL
834 Boal Parkway, Winnetka, Illinois
from 5:00 to 7:00 P.M.

Sue Ballard Boal (class of 1933) (Mrs. Stewart)

Judy Mason Drake (class of 1935) (Mrs. Dimmick D.)

AMERICAN FIELD SERVICE

The Americans Abroad committee of North Shore Country Day is pleased to announce that Molly Lynde, a member of the Junior Class, has been chosen by A.F.S. New York to go to Japan for the Americans Abroad Summer Program. Molly entered a national competition and was one of six hundred students chosen out of six thousand qualified applicants.

On June 12th she flies to Sapporo on the island of Hokkaido to live with the Sukejei Yokoo family. A tutor is teaching Molly enough Japanese so that going to school with her Japanese sister, Yukiko, won't be a complete mystery. She returns the end of August.

Information concerning the Americans Abroad Summer Program for next year is available now at school. Students in the present Junior and Sophomore classes should start thinking seriously about the possibility of being a candidate NOW for by October all applications are due for next summer. Virginia Deane at school or Hobart Young, Jr., Hi. 6-3862, American Abroad Chairman will answer any questions about the Summer Program.

COLLEGE PLANS CLASS OF 1964

The Class of 1964 is to be congratulated on having earned acceptance in a representative group of colleges and universities.

Boys will attend: Amherst, Bates, Boston University, Drake, Harvard (3), Illinois Institute of Technology, Lawrence, Massachusetts Institute of Technology, United States Merchant Marine Academy, Washington University, Williams (2), Wesleyan, Worcester Polytechnic Institute, Yale (2).

Girls will attend: Bradford (3), Bennington, Chatham, Cornell University, George Washington University, Goucher, Lawrence, Indiana University, Mount Holyoke, Pine Manor (2), Randolph-Macon, Roosevelt, Scripps, Skidmore, Smith, University of California at Berkeley, Wellesley (3), Vassar (3), Radcliffe.

Seniors have also been admitted to the following colleges: Occidental, Mills, Pitzer, Connecticut, Wheaton (Mass.), Converse, American University, Monticello, Sarah Lawrence, Marlboro, Lake Forest, University of Pennsylvania, and Martin.

OPENING DATE OF SCHOOL — THURSDAY, SEPTEMBER 17th

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

October, 1964, Vol. XXVI, No. 1

BACK TO SCHOOL

The opening of school is always a gay occasion. Children return full of sun, health and vigor. The faculty moves with a lighter tread and most appear to have shed some of their years. The youngest children are anxious to get at the alphabet, to add and subtract, and to learn to read. The older ones are ready to find on the printed page a little bit more of the world's knowledge and wisdom. Young and old alike come in search of old friends in a happy hunting ground for new friends. Refreshed and full of new promise they are like the first breath of spring.

And, like spring, the opening of school is the very essence of hope. To satisfy a teacher, to honor a family's pride and accomplishment, to please grandmother, to reach ambitiously toward the goals they set for themselves, each one undertakes the school year with a buoyancy that springs from a vision of a happy future. I doubt that they expect to win all their games but they do seem to think more of winning than of losing.

No doubt this merry confidence comes in part from hours in the sun, wholesome food and lots of sleep, but there are other parts of the summer experience which cannot be neglected by those who would understand it. Challenges accepted and met, goals established and pursued through many hours of demanding effort, successes and failures, competition establishing the most extravagant tensions; all these are also common summer experiences — and, with all, refreshing.

There is an old adage: "He who will go to sea for pleasure will go to hell for pastime", which pretty accurately describes the joys of cruising. Up in the morning at dawn, scrubbing decks, wiping down topsides, meeting the demands of the boat and the sea all day long, tumbling into a bunk at night, exhausted but confident that the slightest change in wind, weather or motion of the boat will bring an abrupt end to slumber — all this for fun and rest. And there are those who cannot wait to get away from the nine to five workaday world to find relaxation by tying themselves together to conquer a rock cliff which leads up a mountain, "simply because it is there." And there are still others who don their white shorts whenever it doesn't rain and think it good fun to rush around a fenced-in patch of clay in the hot sun and bang away at an air inflated ball with a gut-strung bat. Or, ask your neighbor about last summer's canoe trip and you will find that he rushes quickly through a brief description of lovely country to get to the tale of the storm that blew his tent away, put out his cooking fire, or threatened him with drowning. Though there are some fishermen who sit for hours on a bank, the elite of this fraternity walk

for miles and then scramble through the underbrush to a remote stream in order to fool a tiny fish into feeding on a fly tied to the fisherman's string. In short, we choose for recreation an array of activities which demand much of us.

Certainly individuals reflect personal differences in the choices they make when given a chance to play. And yet, there may be some things common to all the games to which we turn for recreation. In the first place, the game must command one's interest. Secondly, our most popular games require skill and reward continuing growth in skills. Thirdly, they offer a challenge to the mind; and finally, they provide the opportunity for an experience which begins and ends in one single episode. By way of illustration, let's look at the committed fisherman. A man who is so little absorbed that he takes with him the problems of his office when he goes fishing, will not long remain a fisherman, while those who are truly intrigued are forever fussing with their gear and practicing the skills needed for a longer cast or a more accurate placement of the bait. And they will discuss for hours the best method of outwitting a small mouth bass, the bait appropriate to the weather, the time of year, the temperature of the water and the season. And last, but not least, the fisherman talks more about a particular fishing trip than he does about the essence of fishing.

As another example, think for a moment of the tennis player who has found in this game an intrigue which absorbs him and leads him into much more than casual interest in courts, in racquets, in balls, in style and in strategy. He works on his skill with coaching against the backboard and in competition. He is intellectually stimulated with the problem of this game and likes to discuss the appropriate use of a variety of strokes, the significance of court position, and the psychology of opponents. And finally, he accepts each match as an episode which is over when he leaves the court. In short, in this game the tennis player is intrigued, constantly working to improve his skills, working with his mind to understand the game and its challenges.

Needless to say, the summer vacation is over and preoccupation with its nature grows from the thought that some value for the winter ahead may be forthcoming. It has often seemed to me that children who come to school full of joy and health soon begin to look tired. Perhaps this is inevitable and certainly one would not suggest that school should be another period of recreation. At the same time we recognize fatigue as an enemy of learning.

Children given adequate sleep may nonetheless show signs of fatigue as the school year progresses and it has often seemed to me that an important factor in this fatigue lies in the realm of the unresolved problem. Unlike the episodic nature of summer recreation, schooling seems to foster in children ambitions which can only be realized at some far distant time and so the course which leads towards these goals lacks, in a child's mind, the finality which accrues to the mountaineer's satisfaction at the end of his successful descent from the peak. A youngster whose goals are set in terms of admission to college lives with an unresolved problem until college admission is achieved. He may become intrigued with his studies, he may work to develop appropriate skills, he may be memorizing and interpreting, but he may do this in a continuum of a school year's duration which offers no satisfying sense of completion and cannot offer such until the goal is reached. Football players prepare for a game and succeed or fail at each week's end, but a student of French may conceive of himself as

threading his way through an endless labyrinth of verbs and irregular verbs, nouns which are innumerable and either feminine or masculine by some logic which is lost in distant time, towards a goal as remote as the logic of gender.

None of this is inevitable, but it is very common. It is not wrong for a youngster to want to go to college nor improper to want to become bi-lingual. The task, then, is to help children to accept each day's learning as significant in itself and at once contributory to more far-reaching aims. If we could lead children to understand learning as the product of a series of episodes, I think we might relieve them of some thoroughly unproductive pressures which now contribute to fatigue.

NATHANIEL S. FRENCH, *Headmaster*

THE WOMAN'S BOARD

This fall the Woman's Board will sponsor two benefit sales, both of them proven successes of previous years.

On November 4 and 5, Carroll Reed Ski Shops of North Conway, N. H. will bring its distinctive line of sportswear for the whole family to the campus. The sale will be conducted in the Activities Room of the Boys' Gymasium (lower level) to accommodate the overflow crowd of last year. Hours of the sale are from 10:00 A.M. until 9:00 P.M. on Wednesday the 4th, and from 10:00 until 5:00 the following day. The school will benefit not only from the sale itself, but also from this season's catalogue orders.

And then on Saturday, November 28, between the hours of 9:00 A.M. and 5:00 P.M., the Board will conduct its third annual Ski Exchange at the former Best and Co. building, Oak Street, Winnetka. All manner of ski and skating equipment and clothing will be sold at bargain prices, 60% of the sale price reverting to the seller and 40% going to the school. Because the demand for skis, boots, poles, stretch pants, etc. always exceeds the supply, the committee urgently requests your cooperation in making this merchandise available. It may be brought directly to the high school building, or a telephone call to the school (HI 6-0674) will ensure its being picked up by one of the committee.

As the Woman's Board enters its third year we would like to express our appreciation to the school family for the enthusiastic support that our projects have always received.

AN OPEN LETTER FROM YOUR PARENTS ASSOCIATION

As one views the current school year it is quite evident that we parents, through our Parents Association, have much to accomplish.

If our children are to squeeze fullest value out of their schooling it is imperative that there exist a state of intelligent co-operation between parents and faculty. This is possible only if we parents are fully informed in all matters pertaining to our school's academic objectives and newer teaching methods. Toward this end, your Parents Association will continue to sponsor periodic general parents' meetings and to publish pertinent articles.

It is equally important that we parents be congnizant of the day-to-day situations of school life. Periodic grade meetings, therefore, will continue to be

the primary medium for development of an harmonious class-teacher-parents relationship.

Finally, because ours is an independent school — owned and largely supported by the parents — the Board of Directors and faculty must look to parents to provide many of the important services and talents, and the necessary financial wherewithal (over and above tuition fees) without which our school cannot operate. Through its many committees your Parents Association responds to those needs.

Such is the scope of the task that faces our Parents Association once again this year. Fortunately we are blessed with an interested, experienced and well-conceived organization. At the rear of this publication are listed the chairmen of the key committees that comprise your Association.

The North Shore Country Day School is a unique and stimulating institution. Its success this year will depend, as it has always depended, upon parent interest, parent understanding and parent support. In a sense our school is a "do-it-ourselves" institution and therein lies its greatest intrinsic strength.

Cordially,

ADAM A. BREUER, *President*
Parents Association

INVITATION

Parents, alumni, faculty!

After the Homecoming game on October 17, come to the Tootenanny on the French's terrace. Refreshments. $1.50 per person.

PARENTS ASSOCIATION DUES

The annual Parents Association dues should now be sent to the Treasurer, John B. Elliott, 338 Linden Street, Winnetka.

This money is used for the work of the many standing committees. The "Notes", for instance, are printed and mailed with funds coming from the dues. The Art Library benefits and part of the money is used to furnish more books for the Upper, Middle and Lower School libraries. In all cases the money is used to provide additional aids in different aspects of school life.

The dues are $7 for each family. Please make checks payable to N.S.C.D.S. Parents Association.

MUSIC LESSONS

The Music Department is fortunate to have obtained the talents and experience of Mr. Sheldon Rosenbaum as resident pianist during the coming year. Currently a candidate for the doctor's degree at Northwestern, Mr. Rosenbaum has studied at the Julius Hartt College of Music in Hartford, Connecticut, and has an impressive background as a performer and teacher over the past ten years. Those parents who plan to have their children begin or continue the study of piano under the convenient arrangements offered by the School should contact Mr. Rosenbaum during the opening days of classes.

VINCENT B. ALLISON
Director of Music

THE 1964-65 EDUCATIONAL LECTURE SERIES
of
The Parents Association, The North Shore Country Day School

WEDNESDAY, OCTOBER 14

THE DANCE IN CHINA, KOREA AND JAPAN
Lecture-Demonstration
Dr. Won-Kyung Cho, Korean Classical Dancer

MONDAY, OCTOBER 26

POPULATION EXPLOSION
Dr. Philip Hauser, Director of Population Research and Training Center and Chicago Community Inventory

MONDAY, NOVEMBER 2

AN AMERICAN ELECTION
Norman Ross, Radio and T.V. Analyst and Commentator

MONDAY, NOVEMBER 9

PROBLEMS OF AIR POLLUTION
James V. Fitzpatrick, Director, Department of Air Pollution Control, City of Chicago

MONDAY, DECEMBER 7

PROBLEMS OF WATER POLLUTION
John R. Sheaffer, Resources Planning Officer, Northeastern Illinois Planning Commission

MONDAY, JANUARY 11

ATOMS AND MAN
Mrs. Laura Fermi, Author and Teacher

MONDAY, FEBRUARY 8

THE COMPUTER AND MAN
Dr. Robert Ashenhurst, Acting Director, Institute for Computer Research

MONDAY, MARCH 1

A VISIT FROM THE LINCOLN PARK ZOO
Dr. Lester E. Fisher, Director, Lincoln Park Zoo

MONDAY, MARCH 15

DIGGING UP SARDIS — ANCIENT CITY
Mrs. Gustavus F. Swift, Jr., archeologist

MONDAY, APRIL 12

THE SEA FRONTIER
Dimitri Rebikoff, Deep Sea Photographer and Inventor

All performances will be given at 10:30 a.m. in the auditorium on the School campus. Be sure to reserve the above dates and join us at the lectures. We welcome your support through the purchase of tickets that were sent to you in the mail.

MRS. EDWARD HICKEY, *Chairman*
MRS. THOMAS COULTER
MRS. ROBERT C. DILLE
MRS. ROBERT B. MAYER

THUMB-NAIL BIOGRAPHIES OF NEW TEACHERS

So that we all may know a little more about our new teachers, we plan to have short sketches during the year. Mrs. Paul Harper is chairman of the Parents Association Publicity committee and is interviewing, and writing articles.

* * * * * *

Mr. Timothy Bannon comes directly from finishing his undergraduate work in Biology at Harvard to teaching Science in the Middle School.

Mr. Bannon believes that Science for the beginning student is explicit and factual, that the thrill of working in a Science class will come only as the facts are learned and the implications thereof understood. He has laid out a course which he hopes will be cumulative and inter-related, preparing the children in the Middle School for all the Science work they may be offered in High School. He will begin in the sixth grade with a course called Earth Sciences designed to cover material relating to weather, atmospher, the structure of the solar system and the universe. In the seventh grade he will teach the basic principals of Physics and Chemistry and, in the eighth grade, Biology.

In Mr. Bannon's opinion, satisfactory text books for children studying Science at the Junior High School level have yet to be published. He has access, however, to source material being developed in the Harvard Graduate School of Education and he feels that while some of it may require his students to stretch their thinking, he hopes that it will prove more fruitful for them to stretch at this age level than to be bored.

While Science has become a main preoccupation of the twentieth century, it still is a step-child in the curriculum at the Junior High School level. Mr. Bannon feels that since Science has gone so far towards making everything explainable it should be part of the everyday experience of every student, and he is working toward that goal.

Mr. Bannon's admiration for his mother, a fourth grade teacher in his home town of Tupper Lake, New York, has increased with every day of his experience in his new job. "I didn't realize how brave she was," he says. Hoarse from coaching his seventh grade football team too strenuously, he could still whisper that he thinks he will thrive in his new surroundings and he is looking forward to the year ahead.

* * * * * *

Mrs. James Maland is teaching two classes in Modern European History in the High School.

Mrs. Maland, who is already familiar to the High School through her participation in the girls' athletic program last spring, was graduated from Smith College in 1959 with a major in History. She was then admitted to Harvard University as a candidate for a Ph.D. degree. Although her courses at Harvard were reasonably demanding, she still found time for "outside interests" and at the end of her first year she gave up the Ph.D. in favor of marrying Jim Maland, then a law student and received the degree of M.A.T. from Harvard. In the fall of 1960 she went to Marblehead, Mass., where for two years she taught in the Marblehead High School. In her first year she was assigned a course in World History for freshmen. The authorities were so pleased with her work that they expanded her responsibilities the following year to include three courses in American History for juniors. "I was totally unprepared for that course," she says, "but no one seemed to notice except me — and I guess it didn't kill them."

She enjoyed her experince in Marblehead, but found that teaching History to students who have been almost totally deprived culturally can be more frustrating than rewarding. She looked into the possibility of working in a private school, but found she couldn't afford the luxury. "After all, at that point I was supporting the family and needed every cent I could get."

The Malands moved to the Chicago area in 1962 and in the Fall of that year, their son, Gregg, was born.

For the moment, Mrs. Maland regards herself as something of a part-time specialist. Her mornings are devoted to Gregg and housekeeping duties, her afternoons to teaching her history classes. She counts herself lucky to be able to continue her talents and training while she also has time for her household chores, her friends in the neighborhood

and, most importantly, for her child. She feels that while public schools are still either unwilling or unable to take advantage of the large pools of part-time talent that might be at their disposal, schools like NSCDS may be setting a precedent that could be revolutionary in handling problems of teacher shortage in all areas of education.

Mrs. Maland is very happy at North Shore. She says that although the basic philosophy of the school is quite different from the one she was brought up with at Rye Country Day School in New York, still the students seem to be disciplined where it counts and they are most certainly eager and rewarding to teach. From a teacher so stimulating herself — so direct, enthusiastic and well organized (as well as pretty and blonde) — the students should most certainly find it rewarding to learn.

A MATTER OF TIMING

A child's responsibility for promptness and attendance is importantly influenced by the attitudes of his teachers and parents. All students are expected to be at School except when ill. This expectation not only supports the progress of each child in his current education but is underscored by the interest of colleges and potential employers in a student's school atttendance record. School vacations which occur when many people might be traveling have been scheduled to avoid weekend congestion on transportation facilities. Cooperation in adhering to the School calendar and schedule serves the best interest of each student and assists in the smooth functioning of the School.

Each absence from class represents a distinct loss to the child. It cannot be compensated for by "make-up" assignments which can cover only "out-of-class" work. Every teacher carries a full schedule, and time required to work out special assignments for a student absent for reasons other than illness deprives a teacher of time belonging to the entire class or, rightfully, to the teacher for his own pursuits.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French. Students who are late to School in the morning should report to the office for an admittance slip. Upper School students who need to leave campus during the day, normally at the lunch period only, must receive permission from their advisors. Students who must be absent at any other time (for a doctor's appointment) are asked to bring written notification from their parents.

Assignments for ill students may be requested by telephone from the office EACH DAY BEFORE 10:00 A.M. and may be found in the school office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M., Monday through Friday.

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the School are normally travelled by bus and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school-sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group, unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangements have been made for their transportation.

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Second Vice-President, Mr. Harry E. Green, 181 Birch Street, Winnetka .... HI 6-3747
Treasurer, Mr. John B. Elliott, 338 Linden Street, Winnetka ..... HI 6-3213
Secretary, Mr. Robert B. Jarchow, 334 Chestnut Street, Winnetka 446-0048

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, exofficio, and the Standing Committee Chairmen.

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1964-65

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of Girls ..... Virginia S. Deane
Secretary to the Headmaster ..... Dorothy S. Roberts
Head of the Middle and Lower Schools (on leave) ..... George F. Eldredge
Assistant to the Headmaster ..... Barbara A. Foote
Assistant to Head of Middle and Lower Schools ..... Jessie C. Griswold
Treasurer ..... Lorenz W. Aggens
Asistant Treasurer ..... Elsie V. Harridge
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Registrar ..... Jean K. Talley
Public Relations ..... Helen F. Joseph
Transportation ..... Gerald Ostrom
Bookkeeper ..... James J. Bergen
Office Secretary ..... Violet E. Dormody
Office Secreary ..... Jane Lawlor
Receptionist ..... Esther J. Mitchell
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Manager of Day Camp ..... C. Bertram McKinney

LOWER SCHOOL

Fifth Grade ..... Kathleen M. Collingbourne
Fourth Grade ..... Katherine L. Cretcher
Third Grade ..... Donna Lee Frisch
Second Grade ..... Frances B. Renoe
First Grade ..... Rita Conner
Kindergarten Teacher ..... Gretchen Karlovetz
Kindergarten Teacher ..... Janette J. Damaske
Assistant Kindergarten Teacher ..... Margot B. Beadle
Assistant Kindergarten Teacher ..... Linda Gawthrop

MIDDLE SCHOOL

English ..... Beverly Arment, Joseph R. Schulze
Social Studies ..... Joseph R. Schulze, William W. Steel
Mathematics ..... Virginia Ingram, Jean B. Pettibone
Science ..... Timothy Bannon
French ..... Andrew K. Fleschner

UPPER SCHOOL

English ..... Virginia S. Deane, Barbara A. Foote, Richard Lacey, Charlotte S. Waisman, Frank Wallace, John C. Woodbury
History ..... Virginia S. Deane, Sue D. Maland, Lydia W. Peale, John C. Woodbury
Mathematics ..... Sandra J. Brown, Elsie V. Harridge, David McKusick, Stephen S. Ober, William W. Talley
German ..... Louise von Frantzius
French ..... Liliane Durham, Andrew K. Fleschner, Simone Valvo
Latin ..... Elizabeth R. Becker
Science ..... Lorenz W. Aggens, Sandra J. Brown, John S. Davidson Martin J. McCarty, William W. Talley
Health Education ..... Perry Dunlap Smith

INTER-SCHOOL

Art ..... John F. Almquist, Jane Dalton
Dramatics ..... Charlotte S. Waisman
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Anne B. Strong
Music ..... Vincent B. Allison, Marilyn Grenzebach, Sheldon Rosenbaum
Athletics ..... Martin J. McCarty, S. Joy Spencer
Assistants in Athletics ..... Robert Davis, Linda Gawthrop
Developmental Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert F. Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade..Miss Ingram and Mr. Bannon
7th Grade..Miss Dalton and Mr. Schulze
8th Grade....Mr. Steel and Miss Arment
9th Grade Girls.....Miss Brown
9th Grade Boys.....Mr. Ober
10th Grade Girls.....Mrs. Becker
10th Grade Boys.....Mr. McCarty
11th Grade Girls.....Mme. Valvo
11th Grade Boys.....Mr. Aggens
12th Grade Girls.....Miss Deane
12th Grade Boys.....Mr. Wallace

GRADE CHAIRMEN

Junior Kindergarten, Mrs. Wiliam Wirtz, 181 DeWindt Road, Winnetka .....HI 6-6626
Senior Kindergarten, Mrs. James R. Schnering, 1926 Elmwood Aveue, Wilmette....AL 6-1848
First Grade, Mrs. Richard Harza, 655 Sheridan Road, Winnetka .....HI 6-7280
Second Grade, Mrs. John B. Elliott, 338 Linden Street, Winnetka .....HI 6-3213
Third Grade, Mrs. Arnold B. Taylor, 54 Briar Road, Golf .....PA 4-3159
Fourth Grade, Mrs. Fahey Flynn, 1165 Ash Street, Winnetka .....HI 6-5769
Fifth Grade, Mrs. Thomas Stibolt, 6 Longmeadow Road, Winnetka .....HI 6-0373
Sixth Grade, Mrs. Roger S. Hurd, 2300 Winnetka Avenue, Northfield .....HI 6-6094
Seventh Grade, Mrs. David B. Hoffman, 1351 Shermer Avenue Northbrook ..CR 2-0789
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Ninth Grade, Mrs. Richard D. Browne, 1511 Walnut Avenue, Wilmette ....AL 1-7113
Tenth Grade, Mrs. John S. Schweppe, 30 Indian Hill Road, Winnetka .....HI 6-7727
Eleventh Grade, Mrs. Macon M. Dalton, 200 Church Road, Winnetka 446-5724
Twelfth Grade, Mrs. Layrence Howe, Jr., 175 Chestnut Street, Winnetka ....HI 6-2691
Mrs. William W. Darrow, 1154 Pine Street, Winnetka .....HI 6-5048
Mr. Edward Hickey, 823 Humboldt Avenue, Winnetka .....HI 6-7031

STANDING COMMITTEE CHAIRMEN

American Field Service, Mrs. Thomas F. Geraghty, Jr., 344 Palos Road, Glencoe....VE 5-2051
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Athletic, Boys, Dr. Carl Davis, 68 Park Lane, Golf .....PA 4-0747
Athletic, Girls, Mrs. Dimmick D. Drake, 744 Lincoln Avenue, Winnetka ....HI 6-1491
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Mrs. Robert B. Mayer, 915 Sheridan Road, Winnetka .....HI 6-8014
Faculty Teas and Refresh., Mrs. Layman J. Wilkinson, 1221 Greenwood Avenue, Wilmette....AL 1-3685
Mrs. John Gately, 1165 Whitebridge Hill, Winnetka .....HI 6-5411
House, Mrs. Benjamin U. Watkins, Thornapple Lane, Northbrook .....CR 2-2358
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Library, Art, Mrs. David G. Watrous, 302 Forest Street, Winnetka .....HI 6-2683
Middle School Tel., Mrs. Burnham Batson, 585 Longwood, Glencoe .....VE 5-2077
Lunch, Mrs. Paul Misner, 552 Woodlawn Avenue, Glencoe .....VE 5-2262
Mrs. Robert B. Jarchow, 334 Chestnut Street, Winnetka 446-0048
Notes, Mrs. Thomas Boal, 834 Boal Parkway, Winnetka .....HI 6-0687
Office, Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield .....HI 6-3925
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Safety Council, Mrs. Blake Flint, 1274 Tower Road, Winnetka .....HI 6-2636
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Steering — Upper School, Mrs. John S. Loomis, Jr., 900 Oak Street, Winnetka HI 6-2804
Steering — Middle School, Mrs. David B. Hoffman, 1351 Shermer Avenue, Northbrook....CR 2-0789
Steering — Lower School, Mrs. Robert C. Dille, 1631 Ridgewood Lane, Glenview....PA 4-2962
Standards Committe, Mrs. John F. Milliken, 952 Fisher Lane, Winnetka 446-3820
Mrs. Stewart Boal, 701 Sheridan Road, Winnetka .....HI 6-0825
Student Activities, Mrs. Joseph M. Brickman, 16 Canterbury Court, Wilmette....AL 1-1516
Woman's Board, Mrs. L. Gifford Gardner, 455 Washington Street, Glencoe ..VE 5-2364

COLLEGE REPRESENTATIVES
Month of October, 1964

Wednesday, September 30th	Robert Mellow, Bowdoin
Thursday, October 1st	Harold Baine, Hartwick
Monday, October 5th	Lucy S. Otis, Sweet Briar June Curtin, Simmons
Tuesday, October 6th	W. L. Brinkley, Jr., Duke University
Wednesday, October 7th	Mr. Swift, Lawrence University William Callison, Occidental Peter Gunness, Harvard Joanne C. Austin, Pacific University
Monday, October 12th	F. Philler Curtis, Menlo College Mary Baisler, Holyoke field respresentative Hadley S. Nesbitt, Marietta College Jack Hoy, Wesleyan
Tuesday, October 13th	Josef W. Hall, New College Helmuth Bekowies, Lewis & Clark Emery Walker, Claremont Marcia D. Smiley, Chatham Robert Rhinehart, Christian College
Wednesday, October 14th	John Chapple, Franklin College
Thursday, October 15th	James B. Way, California Western David Guthrie, Nebraska Wesleyan and Florida Southern Gary W. Ravlin, Macalester College
Monday, October 19th	Tully J. Waggoner, Rollins College
Tuesday, October 20th	Mary Avery, Skidmore
Thursday, October 22nd	Milbrey Wallin, Bradford
Monday, October 26th	Miss Ruegg, Local representative, Wellesley Dave Neeb, Ripon College
Tuesday, October 27th	Linuel D. Jayroe, Vanderbilt
Thursday, October 29th	Robert Bovinette, MacMurray
Friday, October 30th	Robert E. O'Brien, Whittier College

CALENDAR

October 14	General meeting all Lower School parents Junior Kindergarten through Fifth Grade ..... 8:00 P.M. Music Room, Walling Hall Following there will be parents meetings for each Grade in the individual classrooms
October 22	Parents Association Meeting ..... 8:00 P.M. Auditorium Following the meeting, refreshments will be served in Walling Hall.
October 24	Preliminary Scholastic Aptitude Tests — 11th and 12th Grades ..... 8:30 A.M.
November 4-5	Carroll Reed Clothing Sale November 4..10:00 A.M.-9:00 P.M. November 5..10:00 A.M.-5:00 P.M. Activities Room, Boys Gymnasium

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXVI November, 1964 No. 2

Annual Report

It is a privilege to reminisce about the academic year 1963-64, and I present, with pleasure, this report of that year. While most of the comments seem to refer to efforts that were made by and for groups of people, I do not forget that an institution is comprised of individuals. However, it would be unwieldly to present the picture of our forty-fifth year as the story of 468 separate children, seventy-odd adults who comprise the professional staff. and untold numbers of parents and friends who contributed in some way to the whole. And so, the story of another year in the history of The North Shore Country Day School is presented in general terms.

The School was founded immediately after World War I, when reunited families were almost inevitably questioning the pre-war patterns. This was a time of Constitutional amendment to prohibit the sale and transportation of alcoholic beverages and of another amendment to allow the ladies to vote. It was the postwar era which spawned the League of Nations and, despite voices raised in protest, a time when the nation moved increasingly into a position of influence and power in world affairs. And it was a time when the more courageous and energetic protagonists of a better world for children took a careful look at some widely held notions and found themselves in revolt. They found themselves questioning the belief that children derive a substantial benefit from a "spare the rod and spoil the child" attitude toward learning, and they found evidence to support the thought that the warmth of a concerned home would strengthen a youngster and make him better able to compete with those who had been sent away to mature under the rigorous demands of a boarding school. They found that children who enjoyed reading history profited from discussing their readings at the dinner table at home and seemed to retain longer what they had learned than did those who undertook their reading as an expression of virtue. And so, an "interest and

effort" approach to teaching gradually supplanted the "hard work is virtue" concept of learning.

In its first twenty-five years the School was repeatedly a leader in the wing of American education which searched for ways of intriguing children, ways of enlisting their cooperation, their interest, and their efforts. The set curriculum gave way to make room for new materials designed to involve children in the arts of investigation, analysis, and synthesis; and a child's progress toward intellectual independence and attitudes which would support responsible participation in the life of a community became the measure of success in teaching. The College Board examinations set in the twenties and thirties commonly presumed a syllabus to which all schools might refer. Those set in the fifties and sixties have placed more emphasis on comprehension of basic principles and on intellectual tools than they do on any prescribed body of information. Now we can look back on the earlier period with gratitude for the freedom it won for teachers to do what they think most important to be done. Clearly, this freedom became our challenge, and I should like to discuss our forty-fifth year in terms of our efforts to meet that challenge. The earlier days stimulated people to take a careful look at the psychological nature of children; our times have demanded an increasing amount of effort to discern the nature of the subject matter to be studied.

We continue efforts to encourage sound attitudes toward intellectual growth and a thoughtful approach to life, but we look increasingly to the fundamental structure of each of the academic and artistic disciplines for means of developing the attitudes we have so long respected.

Perhaps the best known change is the revolution which is taking place in the teaching of mathematics. What we teach today would have been thought impossible ten years ago, and the change has been wrought by mathematicians who have given the school a better understanding of the fundamental struc-

ture of this discipline. Although we have made no effort to crowd more learning into younger minds, we have found our children delighted with games and puzzles, some played by five year olds in kindergarten. During the winter I found on their blackboard this phrase: "3/2p + 1/3u is larger or smaller than 2/4p + 2/3u?"

Meanwhile, the Fifth Grade, although unaware that they were deriving principles now included in the course given the more able students in many a high school, worked out the principles of commutivity and the unity principle in addition and multiplication. This is not to say that this class progresses to high school work as they enter the Sixth Grade, but it does illustrate the kind of discovery of children's mathematical abilities on which will be built future changes in curriculum.

It sometimes has seemed that the effort to teach students more about the structure of mathematics has led us to sacrifice the practice necessary to gain facility in computation. Of course, it would be tragic to produce a generation of youngsters well equipped to understand but unable to work mathematical problems. This is a concern which will not evaporate with time — one which we have met in a variety of manners and one which we must meet satisfactorily before we put confidence in such esoteric study as Boolean algebra.

* * * * *

One of the great unsolved problems of the teaching profession is the introduction of science below the secondary school. It seems that we know a good deal about what it is best to leave undone and very little about what will give a child an insight into science as a process of investigation and at the same time arm him with important facts and ideas. Our Lower and Middle School science teaching has placed an increasing emphasis upon the history of science, finding in this approach a way of building a coherent picture of man's understanding of natural phenomena. Needless to say, such an approach allows ample room both for demonstration and for experi-

mentation, but its most appealing aspect is the speed with which a child may be introduced to decades or centuries of experiment as a process of the mind in its search for understanding.

If we compress several centuries of work into a few hours of discussion, we may be guilty of too much simplification. However, guarding against this, we may find the chain of discovery and theory which leads from Aristotle through Galileo, Kepler, and Newton to be finally subsumed by Einstein's theory of relativity. This sort of comprehension, coming from an historical approach, leads toward an understanding of the basic structure of much of modern science.

In the Upper School we offered again a geology course of our own definition, and courses in biology, chemistry, and physics which are products of the combined efforts of scholars, teachers, and authors to choose the basic concepts of each of these disciplines and then to present the student with a series of problems which he investigates to discover the relationships and concepts on which will be based further discovery in these fields. Both the chemistry and biology courses are comparatively new, but one wonders when new discoveries in physics will make obsolete a course which is already eight years old!

* * * * *

Unlike the study of mathematics and the natural sciences, scholars in the humanities have reached very little agreement as to the nature of the basic idological structure of this discipline. Our history teachers have long discussed this problem and have agreed upon a fairly broad-gauged approach which accepts, as controlling, the consideration of a series of concepts drawn from a variety of such divisional studies as anthropology, economics, and geography. Obviously, children must be taught to reach generalization by drawing reasonable relationships between exact facts, — and so all history teaching begins with a confrontation of fact. A trip to the local fire station may well have been for the five year olds an introduction to social

organization, as was attendance at an Indian Festival for the Second Grade. And most of the Lower School came before the year was out to feel some friendly acquaintance with children in Point Hope, Alaska, an acquaintance which grew from an exchange of pictures, letters, and tapes on which were recorded songs they sang for one another. Through a study of Indians, Eskimos, and some Ashanti tribes in Africa, the Sixth Grade enjoyed a somewhat more organized effort to understand how mankind's physical environment, his knowledge, and his beliefs define his culture. The Seventh Grade put a good deal of time into an attempt to understand the relationship between our early national history and today's civil rights struggle.

The Eighth Grade's study of Athenian life carried them into still more sophisticated considerations of Greek mythology, government, and economy. Thus, from the problems inherent to the understanding of a fire station to the history, philosophy, religion, and economics of an Eighth Grade study of Greece. children have been let to see the solutions different cultures have found for man's recurring problems.

As is appropriate, the Upper School history courses are more formal in nature. But this did not keep the Ninth Grade oriental history course from devoting a good deal of attention to Viet Nam. They found that they needed an understanding of both Confucian and Communist thought. And, of course, they ran into the difficulty of finding objective, critical comment. This whole issue was aired in two successive Morning Exercises, when Middle and Upper School history teachers discussed the Viet Nam problem as a question in identifying reliable sources of information.

* * * * *

Reading continues to be the basic skill of all academic work, and necessarily the recurring preoccupation of all teachers. Again, we offered the kindergartners a chance to learn to read and, again, half of them were reading independently by the time School closed in June, and a third of them were ready to read

material as difficult as that which is normally given to children in the second, third, or fourth grade. Again, about twenty-five percent of each of the first four grades was given special reading instruction which consisted of a more rigorous phonics approach; and again, we can be thankful that this special training means that we have pretty nearly avoided the fifteen to twenty percent who would otherwise suffer from reading handicaps.

The Sixth Grade's reading of folk tales led them to create their own folk lore and to polish their story telling skills until they were prepared to take their stories to the Lower School. Here they were rewarded with attentive interest and responsive audiences.

Widespread faculty interest in the drama, more by spontaneous combustion than by design, led to a most remarkable array of dramatic efforts and activities. On two occasions the whole Upper School was taken to the city, to see *A Man for All Seasons* and *Oedipus Rex*. Selected students went also to see *The Hollow Crown* and *Camelot*. But more important were the efforts made on our own stage. The Sixth Graders gave us some droll episodes from *The Ashanti Tales*. Then, ignited by an original piece done by the Ninth Grade boys, entitled *Who's Afraid of a Freshman Boy?*, the School seemed to burst into dramatic flame. This same class also did a shortened version of *Golden Boy*, the trial scene from *Billy Budd*, and a *Huck Finn* performance exploring Mark Twain's humor. Every Tenth Grader wrote a one act play as part of the regular English course. And we had from them an impressive rendition of the trial of Brutus after their reading of *Julius Caesar*. They also did a good job on *The Education of a King*, taken from their study of the Arthurian legends as written into *The Once and Future King*. The Twelfth Graders did the trial scene from *The Crucible* and the tavern scene from *Henry IV, Part II*. Beyond these, we enjoyed *The Mad Woman of Chaillot* as the Senior Play, and *Ruddigore*, as the Gilbert and Sullivan operetta of the year.

Such a burst of activity would be hard to duplicate. Time is always a rare commodity, and the minutes for rehearsals were largely squeezed out of the lunch hour, the late afternoon, and the weekend's unscheduled moments. There is no doubt in my mind, however, that the students were repaid for these efforts in a coin too valuable to measure. The self-discovery, the intellectual and emotional discipline which come to those who seriously play a significant role in a dramatic production, defy any effort to evaluate it.

* * * * *

1963-64 was the first school year in which a substantial number of students was ready to undertake advanced study of a foreign language. For many years there had been a few who went beyond the normal level of secondary school work, but we now teach a college level course in French literature for those students who began study of the language during Seventh and Eighth Grades and entered the Upper School prepared for French II. This group reads and writes French with some facility and most of them can carry on a conversation in French. (All of them can chat about the weather or ask for and understand simple directions in French.) They have done a fair amount of reading and were fortunate to see a group of young French actors in Jean Anouilh's *L'Alouette.* One of the class wrote an original play, *Le Chat Botte* which told the old folk tale of Puss and Boots in original music and dialogue. Needless to say, these people are particularly well prepared for the listening test which the College Entrance Examination Board now offers in all modern languages.

* * * * *

I find it hard to believe that there exists a vocabulary capable of defining a child's artistic experience, but it would be unfair to omit comment on this field in this report. You should know that the Middle School students show an increasing interest in ceramics and have learned many of its techniques: "centering, coring, choking, throwing of cylinders, and throwing of curves." The growth of interest in ceramics is repeated in

other fields. A three year count of the number of students enrolled in Art Major in the Upper School runs successively from 9 to 14 to 27. And this, too, is only reflective of a widespread interest.

For example, a new course based on Joseph Albers' work in color relationships has been most intriguing to a large number of students. The approach in this course is essentially inductive, and students arrive at an understanding of color through experiments dealing with the interaction of one color upon another — how color may be altered by changing its background, the vibrating edge produced when certain colors meet, the generation of after-images, and, finally, the employment of color as a medium of expression.

Those of us who could only look at the art teaching were much impressed with the end of the year exhibit which students presented as their term projects. There was represented a wide range of media extending from metal sculpture to architectural design, wood cuts, an analytical study of cubism, to surrealism. And among the pieces presented were several good enough to stimulate one's acquisitive instincts. The School was fortunate to receive one of these, a sturdy metal pig, as a gift to be kept for the future enjoyment of young students.

We have been hampered by lack of space for art students and so have done less with individual work than we should like to have done. Reflecting new opportunities of the future, the faculty has voted a change in art requirements. It has been possible for a student going through the School to complete all requirements in the field of art during the freshman and sophomore years. And this has seemed to cut off development of artistic appreciation at the emotional-intellectual level of the sophomore — a cut-off point which is too early to promise continued growth. The new requirement makes mandatory for all seniors an art course meeting twice a week for one semester, and it is expected that many of them will undertake as a part of this course some painting, sculpture, or other art work of their own.

Music, like art, is both something that you do and something that you may present for others to enjoy, and certainly the School was, in this year, full of performing as well as enjoying the performance of others. The use of the Carl Orff method in the Lower School continues to offer exciting opportunities to learn. Held to the simple percussion instruments and to simple rhythms and airs, the Lower School children have an intriguing opportunity to take part in the creation of orchestral music and to perform for the rest of us. Of course, they also have done a good deal of singing and, as mentioned earlier, recorded some of this and sent it off to their friends at Point Hope, Alaska.

Out of the Middle School came a series of concerts and a horrendous Barber Shop Quartet. From the Upper School came such interesting music as Bach's *Magnificat,* Britten's *Ceremony of Carols,* Gabrielli's *Jubilate Deo,* Randall Thompson's *The Last Words of David,* and, of course, the annual operetta.

It is not often that we will graduate students who think of music as a possible choice of career, and the school's program should be designed to make music, performing and listening, a part of every graduate's life. Nevertheless, we take some pride in the fact that three of the graduating class left us with a strong inclination in the direction of professional music as a life's work.

* * * * *

The athletic record for the year was again imposing. The football team won the White Division Championship of the Private School League, the Division Championship in basketball and in baseball, and the League Championship in golf. Two of the boys were elected to the statewide Football All Star team. The young and struggling track team continues to grow in size and appeal, while the hockey team continues to lose games by a steadily decreasing margin.

The girls' hockey team completed another successful season in which, for the seventh

consecutive year, they were unscored upon. Their basketball record was also good.

At least as important as the competitive record was the number of girls who have gained in grace and in aesthetic appreciation from participation in the modern dance program.

* * * * *

There comes a time when a traditional event begins to pall on those who take the responsibility for it, if not on those who play the supporting roles. Traditionally, May Day has been an enjoyable event for many, and so a committee undertook to revise our expression of this ceremony in order to salvage out of the old forms that which was most appropriate, discard that which was least appealing, and perhaps give a new lease of life to an old custom. They began by moving the celebration to the end of the day so that more fathers could join us, moved the play out of the auditorium, and recommended a pageant to be given in the gymnasium, from whence a procession, without banners, moved to the green where the Queen was crowned. The May Pole was presented by Seniors and Kindergartners, who danced with verve and charm. The rest of the School paid their respects to the Queen in a series of contests including three legged races, potato races, piggyback relays, often with older and younger children competing on the same team. Following the games, the School gathered in classes for a picnic supper on the School grounds. Of course, there were a few who had become deeply attached to the old forms, but, by and large, comments support the revision.

* * * * *

Everything described above is the expression of sensitive, intelligent, and energetic leadership from a remarkable faculty. Their learning and their respect for knowledge, their appreciation of the hope for a better world which rests in each child, and their devotion to professional excellence have made the School what it is today. Two of them, particularly, we salute.

Michael St. Anthony Post, head of the English Department and Dean of Boys, died of

cancer just as school was beginning in September. He left an indelible mark on his students, on his colleagues, and on the institution. He loved teaching as he loved life itself, and he brought to his classes an infectious joy in literature. As a spontaneous expression of respect and gratitude, his students established the Michael St. Anthony Post Memorial Library Fund to which people have contributed both books and money to be held as a permanent endowment.

Dr. Karla Landau joined the faculty thirty-two years ago and retired in June, still vibrant, still vital, still caring deeply about a better world, still intolerant of shoddy thinking and pretension. We have all enjoyed her water pistols, and we will miss her intellectual energy in all our councils. Colleges have long recognized the preparation she gave her students, and she deserves much credit for their success. In this last year one received Bryn Mawr's highest prize in German and another won a book collector's prize given at Williams College for a collection of the work of Bertolt Brecht which he began while studying with Dr. Landau.

The Class of 1964 is to be congratulated on acceptance in a representative group of colleges and universities. Boys are attending: Amherst, Bates, Boston University, Drake, Harvard (3), Illinois Institute of Technology, Lawrence, Massachusetts Institute of Technology, Memphis State (2), New England Conservatory, Trinity University (2), United States Merchant Marine Academy, Washington University, Williams (2), Wesleyan, Worcester Polytechnic Institute, Yale.

Girls are attending: Bradford (3), Bennington, Chatham (2), Cornell University, George Washington University, Goucher, Lawrence, Indiana University, Mount Holyoke, Pine Manor (2), Radcliffe, Randolph-Macon, Roosevelt, Scripps, Skidmore, Smith, University of California at Berkeley, Wellesley (2), Vassar (3).

Seniors were also admitted to the following colleges: Occidental, Mills, Pitzer, Con-

necticut, Wheaton (Mass.), Converse, American University, Monticello, Sarah Lawrence, Marlboro, Lake Forest, University of Pennsylvania and Martin.

Responsible Men and Women

It would be difficult if not impossible to justify an academic training which had little or no regard for the society for which the mind is trained. This is not to say that the individual is to be a tool of society, but rather to suggest that all individual rights may be lost in the society which lacks the kind of men and women who will defend the rights of each of its members. We make our contribution to the development of such individuals in a variety of ways, not the least of which is the academic program with its carefully designed efforts to explain a variety of cultures. We expect to help youngsters understand the world's problems but we want to do more than to provide them with tools of critical analysis. We want them to become active participants, and to this end the school as a community asks of its students a continuing effort to meet and solve its communal problems. Beyond this, we hope they will continue to find ways to contribute to the larger community. Toy Shop at Christmas describes a concern which should be a matter of year 'round, daily, interest.

This year was one of special note in the degree to which an effort was made to contribute to others. As was mentioned above, a good many of the Lower School children were involved in an exchange with Eskimo children at Point Hope, Alaska. The Middle School seemed to be forever involved in bake sales, car washes, and used clothing collections, and as a part of their efforts to make donations to the needy, they were particularly helpful to a school in Appalachia.

Perhaps the best evidence of concern for others was an activity in the city which drew ten to fifteen Seventh Graders on Saturday after Saurday through the winter and into the spring. This group went to Project House on West Jackson Boulevard to join forces with children from the slum area, scrubbing, clean-

ing, and painting. After a half day of work and luncheon, there was time set aside for singing, games and walks.

After a seminar on civil rights, held in the evening at school, a group of seniors decided that they wanted to know more about the city and its problems and volunteered their services as group leaders for activities in the slums of Chicago. A still further effort was made to establish a school-to-school relationship when a group of youngsters from the Raymond School, located in a stable, negro slum of Chicago, brought us their version of *My Fair Lady,* entitled *My Fair Eliza.* Later twenty-five of our students went in to present for them a program of folk songs. On a professional level, the faculty from the Raymond School met with our faculty to discuss professional problems.

We again enjoyed a foreign student who came into the senior class from Spain. Paco Alvira was an excellent representative of the American Field Service group and a fine ambassador from his country. In the spring of the year, in another aspect of its program, the American Field Service selected by competition one of our students to go to Japan, and one presumes that she will bring back impressions which will help us all to understand another part of the world.

To the degree that we are successful in teaching the ways and means of independent thought, we free youngsters to steer their own courses, make their own choices. This is, as it should be, an effort to contribute to a never ending search for a goal no less than truth. At the same time, we have done what we can to lead our students to make moral and heartfelt commitments to a brotherhood of men which demands of each of us an active effort to make a better world and denies to all of us the right to withdraw from this effort.

Parents Association

The quiet, dependable support of the day-to-day operation of the School from tens and tens of parents is of crucial importance to our well-being. The hours they spend on our

switchboard, taking care of our costumes, working to support the art department, keeping the libraries running, and in many other functions, do much more than save money. They bring to the School their willingness and they take away with them a better understanding of the School as a community.

It would be impossible to record here the many hours and the many talents which go into parental support, but a partial list of activities should give some indication of its importance. A series of lectures designed to introduce Chicago and its opportunities to the children in the School brought speakers to explain the city from its geological base to its contemporary problems. In the fall the Woman's Board arranged a delightful party at Glenview, took two deep breaths, and then ran a sale of winter sports apparel which preceded by a matter of minutes a second hand Ski and Skate Exchange. Then, in the spring, the Board again produced an ambitious, appropriate, and highly successful venture when they organized the *Paths to Art and Architecture,* which included an invitation to visit five homes, a Flea Market which was a sellout, and an art exhibit in the Boys' Gymnasium, where one might also purchase luncheon. This was a most delightful, as well as profitable, affair.

Alumni

It is appropriate that the Alumni Association should grow in strength and in its activities. This last year they produced two bulletins and may well boast of the quality of the articles therein. Their Christmas luncheon was a happy occasion, and the Spring Party provided another pleasant social affair.

It has seemed to me to be entirely right that the Alumni should undertake to raise funds for the Excellence in Teaching Fund, a permanent fund which will provide an income to support outstanding salaries for those on our faculty whose contributions are outstanding. Independent education across the nation can continue as an example to all schools only so long as its teachers continue to be intelligent, well educated, and free. We

don't need to attract and hold very many, but we need to attract the best. We cannot expect to do this without sufficient funds to compete with salaries elsewhere and to support a teacher at a decent level of living. Alumni contributions to this fund have only begun but already they promise to be of vital importance.

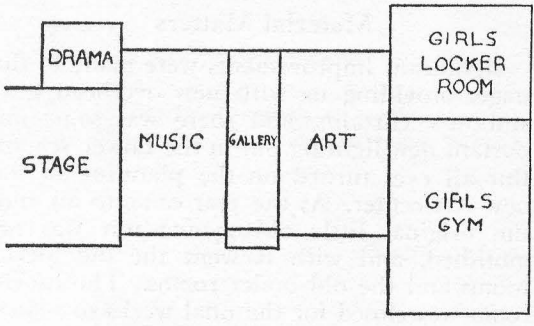
Material Matters

Significant improvements were made to the stage, providing us with new overhead gear and new curtains, and there was some important new lighting put in the Lower School. But all eyes turned on the planning of the new Art center. As the year came to an end, the original little old gymnasium was demolished, and with it went the old locker rooms and the old boiler rooms. The lunchroom was closed for the final weeks of school and students and faculty brought their own lunches, a practice which many enjoyed.

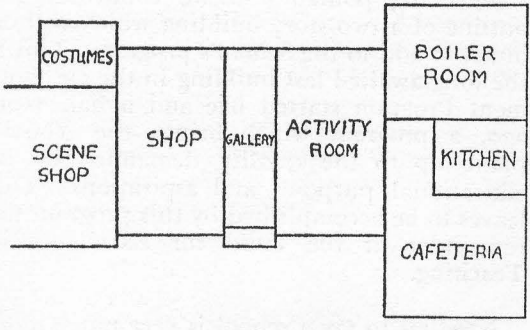
In June the footings for the new building were being poured and we could see the outline of a two story building which will do much to add to the School's program. This is the long awaited last building in the Development Program started five and a half years ago, a program which brings the school's plant up to the quality demanded by its educational purposes and aspirations. This leaves to be accomplished by this program the remainder of the Fund for Excellence in Teaching.

Needless to say a school is very much more than its property, but it can no longer be as simple as a log supporting a student at one end and a teacher at the other. It is more accurate to think of modern education as a relationship between students and teachers in a physical setting which may hamper or enhance that relationship. Our new Center for the Creative Arts invites great teaching.

NATHANIEL S. FRENCH
Headmaster



SECOND FLOOR



FIRST FLOOR

Financial Statement

BALANCE SHEET — Year Ended June 30, 1964

Assets:

Current Assets		
Cash	$ 69,991	
Receivables	11,310	
Inventories	3,122	
Total		$ 84,423
Other Assets		
Construction in progress	$ 49,534	
Pledges receivable (see contra)	149,268	
Notes receivable	1,988	
Pre-paid expenses	9,409	
Credit deposit	425	
Total		$ 210,624
Property Accounts at Appraised Values		
Land	$ 375,500	
Buildings	1,912,382	
Total		$2,287,882
TOTAL ASSETS		$2,582,929

Liabilities:

Current Liabilities		
Notes payable to The North Shore Country Day School Foundation — current portion	$ 9,244	
Accounts payable	10,417	
Student Deposits retained	2,864	
Tax and insurance withholdings	8,453	
Accrued salaries	8,447	
Accrued interest payable	457	
Total		$ 39,882
Other Liabilities		
Notes payable to The North Shore Country Day School Foundation — less current portion	$ 59,200	
Repayments due Faculty Housing Fund	4,558	
Prepaid tuitions and fees	44,540	
Deferred pledge income (see contra)	149,268	
Total		$ 257,566
Fund Balances		
Capital Surplus	$2,287,882	
Earned Surplus	(2,401)	
Total		$2,285,481
TOTAL LIABILITIES		$2,582,929

INCOME: Year Ended June 30, 1964

Educational Income		
Total Gross Tuitions	$ 445,860	
Less: Scholarships	(45,617)	
Student Fees	7,838	
Total		$ 408,081
Auxiliary Services (net)		
Restaurant — including faculty and employee lunches	$ (1,022)	
School Stores	5,416	
Summer Day Camp and Summer School	8,010	
Reading, Testing and Tutoring	4,981	
Transportation Service — including Field Trips	1,394	
Total		$ 18,779
Other Income		
Music Center	$ 3,583	
Miscellaneous	3,007	
Total		$ 6,590
Restricted Gifts		
Restricted Gift Fund	$ 7,301	
Scholarship Fund	1,710	
Total		$ 9,011
TOTAL INCOME		$ 442,461

EXPENSE: Year Ended June 30, 1964

Salaries, Wages and Benefits		
Salaries and Wages	$ 353,484	
Employee Insurance and Benefits	24,735	
Total		$ 378,219
Administrative Expense		
Headmaster's Expense	$ 2,345	
Office Expense	3,980	
Telephone	5,819	
Travel	3,290	
Membership Fees	861	
Auditing and Legal Fees	3,100	
Public and Alumni Relations	3,869	
Miscellaneous Expense	254	
Total		$ 23,518
Educational Expense		
Supplies and Equipment	$ 15,488	
Athletic Program	7,551	
Total		$ 23,039
Fixed Expense		
Property and Liability Insurance	$ 5,633	
Taxes	389	
Interest on Notes	4,823	
Total		$ 10,845
Buildings and Grounds		
Repairs	$ 1,774	
Improvements	10,974	
Supplies and Equipment	4,081	
Total		$ 16,829
Operating Expense		
Fuel	$ 8,220	
Power, Water and Refuse	10,643	
Total		$ 18,863
TOTAL EXPENSE		$ 471,313

SUMMARY OF INCOME AND EXPENSE

Year Ended June 30, 1964

Total Income	$ 442,461
Total Expense	471,313
Excess of Expense over Income	$ 28,852
Scheduled Debt Retirment	6,800
Deficit for 1963-1964	$ 35,652
Parents Annual Giving Fund 1963-1964	37,000
Excess of Income and Gifts over Expense	$ 1,348

The above statements are taken from the annual Accountants' Report to the School, which report contains, among other things, a balance sheet of the School as at June 30, 1964, and related statements of income, expense and fund balances, certified by Glenn Ingram and Company, certified public accountants. A copy of the audited financial statements of the School is available at the business office.

The current position of the School improved during its past fiscal year due principally to funds contributed for the construction of the Center for the Creative Arts. In that year, the School received pledges totalling $275,091 toward the construction of this Center and $141,167 of this amount was paid to the School. As a result of the cash so received, the School had no bank debt at the end of the last fiscal year.

However, during the fiscal year ended June 30, 1964, the School began construction of the Center for the Creative Arts at an initial cost now estimated at approximately $433,000. The costs paid by the School to date in connection with the construction of the Center for the Creative Arts exceed the 141,167 cash received. The School has arranged with its bank for a $250,000 loan to be secured by a mortgage on its property in order to provide funds to finish the building and to meet cash needs. In addition, the School has made arrangements for certain temporary financing pending completion of the building and collection of pledges.

The School operated at a deficit of $35,652 during the past fiscal year, which compares with a deficit of $47,356 in the prior fiscal year. Last year's deficit was offset by amounts donated by the parents in the Annual Giving Fund campaign. One of the reasons for the improvement in fiscal '64 over fiscal '63 was an increase in gross tuition income received as a result of an increased number of students in the School. Since the School has now reached approximately its physical capacity, further increases of income from this source cannot be anticipated.

In addition to contributions toward the construction of the Center for the Creative Arts, $65,940 was contributed to the Fund for Teaching Excellence during the past fiscal year bringing the total amount in this Fund at June 30, 1964 to $109,897. The contributions to the Fund for Teaching Excellence are not reflected in the foregoing financial statements since they were made directly to or turned over to the Trustees of The North Shore Country Day School Foundation who hold the principal funds of the School.

The financial statements set forth above show the importance of the parents Annual Giving Fund campaign. The operating deficit for the current fiscal year is expected to be greater than the operating deficit incurred in the past fiscal year in spite of efforts to control expenditures and a reduction in the normal maintenance budget. If the School is to remain financially healthy, it is essential that the current Annual Giving Fund campaign be a success.

Thomas F. Geraghty, Jr.
President, Board of Directors

The North Shore Country Day School Winnetka

notes

December, 1964, Vol. XXVI, No. 3

At the general meeting of the Parents Association this fall, several questions put by parents to the panel were concerned with the Arts, either in relation to the building program or to courses taught. Some parents were unable to attend the meeting. Due to the general interest in this subject we are printing Mr. Allison's answer to the question: "Are all this art and music worth while for the college-bound student?"

In recent years the term "college preparatory course" has taken on a more limited meaning than was perhaps originally intended, or than most of us would prefer. I must assume, then, that the question refers not to the worthiness of experience in art and music for the student, but rather merely to the acceptance of the student by an admissions office. Otherwise, it might be important to argue that his study of The Arts could have a significant influence on a college student's general sense of well-being, his rate of acclimatization and even his degree of social acceptance — not to mention his grasp of fundamentals and the foundation it provides for more advanced work. I hope we can further assume the mutual acceptance of the principal that, important as the power to think may be, it is hardly more so than the ability to feel, to be aware, to respond subjectively — and that a special role of art and music is to nurture sensitivity in human nature. Since it is unnecessary to mention all this, I can turn directly to the question of whether art and music help our seniors to win a place in a college freshman class. Consider the admissions men faced with applications from X number of students with nearly identical Board scores. Is it not likely that they will give preference to one who has demonstrated ability or has had an opportunity for training in The Arts? Is this not particularly important for the boy who has *not* been a football star or the girl who has *not* been an officer in the Girls' Athletic Association, for instance. How much more of a plus is it for those who have both athletic and artistic backgrounds!

Admissions people are concerned that the prospective undergraduate show promise of a successful career in their institution. I believe they also care about his potential as a contributor to the college community. We have had sad experiences with candidates whose grades could be compared with any, but who were turned down because that seemed to be all they could offer. What a shame it would be to have a latent talent unrecognized because all of a student's time was spent working for higher grades. Come to think of it, wouldn't this be so whether he was admitted to college or not?

VINCENT B. ALLISON

STANDARDS COMMITTEE RECOMMENDATION

The Committee would like to bring the following section from the Standards Committee Report, about "hacking around" (p.11) to the attention of school parents.

"On free evenings students of driving age often "hack around." Students are "hacking around" when two or three of them get together and go out, without pre-arranged plans. *If a group should call on a fellow student whose parents are not at home, the group should go elsewhere.* It is not fair to expect a sitter or maid to take the responsibility in this kind of situation. Out of consideration for parents, students should not go calling after 10 o'clock."

There have been recent incidents reported where students have congregated in homes when parents were absent. It is suggested that parents discuss this subject thoroughly with their high school students, to make sure there is mutual understanding and agreement on what the house rules are in each home.

FACULTY BIOGRAPHIES

Mrs. Richard Frisch (Donna Lee) came to her third grade class at North Shore fresh from duty with the American Field Service in New York City. "After I had escorted 170 Turkish students back to their homeland," she says, "I began to feel much less timid about the possibility of facing a class room of twenty young children."

Mrs. Frisch grew up in Baltimore where she attended the Roland Park Country Day School, a private girls' school administered along classical or pre-progressive lines. She finds the philosophy of education at North Shore a refreshing one by comparison. She feels that her students know why they are learning what they learn and if they don't, will ask questions about it, whereas in her experience as a child, students learned bceause they were told to and if they asked questions, it was out of some miracle of individual curiosity not common to the general group. Having been exposed to what she terms the freedom and depth of the "North Shore way", she doubts that she would be happy in a different kind of school.

In the fall of 1962, following her graduation from Smith College where she majored in a comprehensive course called "American Studies", Mrs. Frisch went to work for AFS in New York City. In stpite of her rather demanding responsibilities as a member of the staff in charge of selecting students, she managed to get home to Baltimore from time to time and in November of 1963, she was married to Richard Frisch, also of Baltimore. When he was transferred to Chicago to become District Sales Mgr. for McCormick spices, she decided it was time for her to take the plunge into a profession that had always fascinated her.

"I've had teaching in the back of my mind forever, it seems. I guess I just like children. It's so exciting the way their minds work. Now take this project on dinosaurs" — she pointed to the bulletin boards around the room alive with

prehistoric animals, more or less realistically drawn and flanked by carefully written pages of composition — "their idea. I didn't have a thing to do with it. One boy got interested and the rest took up the theme."

In a classroom with an atmosphere happily combined of warmth and order, it looked as though the third grade could anticipate a year filled not only with the inevitable basic disciplines, but also with real intellectual excitement.

* * * *

Mr. John Woodbury, new this year to the high school staff, has, as his weekly assignment, nine seminars and two lectures in American History, a course open only to Seniors, and five hours of Freshman English. He looks on his work with the Seniors as a constant challenge. "You run into nihilism with Seniors, especially the bright ones. You've got to keep finding ways to make them care about the work they're doing, ways of directing their critical thinking into creative channels. Freshmen are — well — fresh — ready for anything you give them. It makes a stimulating contrast having both age groups to teach."

Mr. Woodbury's first teaching assignment came immediately following his graduation from Wesleyan University in 1961. He and his wife went to the Tilton School, a boys' boarding school in New Hampshire. There they set up a modified form of housekeeping in a dormitory while he taught American History to Juniors, handled Public Relations for the school and coached three different sports as the seasons changed, Jayvee Football, Frosh Basketball and Varsity Track.

He left Tilton in 1963 and went to the Fletcher School of Law and Diplomacy in Boston where he expanded an early interest in the foreign service and various facets of international affairs. He finished the work required for an M.A. in the spring of 1963 and, fortunately for North Shore, decided to postpone a career abroad in favor of returning to teaching.

Mr. Woodbury likes the concept of a co-educational day school. He feels that separate boarding schools for boys and girls are a hangover from the British tradition and are being replaced, as new schools are built, by co-educational units, both boarding and day. He generally enjoys the free spirit at North Shore. "I would rather risk the liabilities built into a system that is too free at the high school level than those in a system too strict."

Mr. Woodbury lives with his wife, a daughter, aged two and a son, aged one, in the Griswolds' garage apartment at 111 Thorntree in Winnetka.

INSTRUMENTALISTS NEEDED

The Music Department would like to find instrumentalists among the parents who would be willing to augment the school program by coming in forty minutes every two or three weeks to play with our students. A small orchestra of strings and wood winds (we have good brasses) would make possible joint efforts with the singing groups which would add much to our performances. If you think it would be enjoyable to be playing again or to increase your current activities by this little bit, please contact me.

VINCENT B. ALLISON

CORRECTION: Chairman of the Teas and Refreshments Standing Committee is Mrs. John C. Wilkinson, 870 Sheridan Road, Winnetka, HI 6-4894.

COLLEGE REPRESENTATIVES

Wednesday, December 2nd	Mrs. James Gill, local Vassar Representative Robert A. Heggen, Drake University
Thursday, December 3rd	Don Broadbridge, De Pauw University
Friday, December 4th	James Alexander, New York University
Thursday, December 10th	Miss Phyllis Lines, Beloit College
Monday, January 11th	David Dudley, Illinois Institute of Technology

DECEMBER CALENDAR

Our students will present a series of Christmas programs in the final two weeks before vacation. All parents and friends are invited to attend, especially the late afternoon Choral performance on Tuesday, Dcember 15.

Friday, December 11 —	10:30 A.M.	Sangerbund Program — Christmas music based on *In dulci Jubilo*
Monday, December 14 —	10:30 A.M.	Christmas Tableaux Scenes of Christmas, presented by the Art Major students with music by the Sangerbund
Tuesday, December 15 —	10:30 A.M.	Christmas Music The High School Chorus will sing the *Gloria* by Antoni Vivaldi
	5:15 P.M.	Repeat of morning program for parents. The concert will last about forty minutes.
Wednesday, December 16 —	10:30 A.M.	Christmas Reading Mr. Perry Dunlap Smith
Thursday, December 17 —	10:30 A.M.	Santa Claus Party Santa Claus visits us in the Boys' Gym for a party of dancing and games.
Friday, December 18 —	4:00 P.M.	Christmas Pageant A section in the auditorium will be reserved for Ninth Grade Parents until 3:55 P.M.
		All boys are requested to wear coats and neckties. High School girls are asked to wear suits, blazers, or wool dresses and stockings.

Middle School students will be excused from School on Friday, December 18, at 12:40, following their lunch period. They should return to school at 3:30, girls wearing dresses, boys wearing coats and neckties.

Lower School students do not have a regular school day on Friday, December 18. Students from 2nd through 5th grades come to their rooms at 3:30 and will go to the pageant and return from it with their grade teacher. They will be dismissed for vacation from their grade rooms at 5:00 after the pageant.

School opens Monday, January 4, 1965 at 8:25 A.M.

The North Shore Country Day School Winnetka

notes

February, 1965, Vol. XXVI, No. 4

ADOLESCENT

ADOLESCENT — The cover picture is from an edition of 25 lithographs by John Almquist

The lithographic process

A lithograph is made by drawing on a smooth stone with a wax medium, either ink or crayon. When the drawing is completed the face of the stone is etched with a mixture of gum arabic and nitric acid. The etch causes the stone to accept water in whatever parts are not covered by the image. The drawing is then washed away with a solvent, and the stone is ready for the inking process. It is first sponged with water and then rolled with ink, the water being accepted by that part of the stone exposed to the etch and the ink sticking to the original image. The stone is then repeatedly run through the press, being re-inked each time, gradually building up the image until it attains the desired tonal structure and an edition of prints may be made.

Because the drawing may be reproduced exactly as the original, the lithograph offers the artist a freedom that other methods cannot.

Although the larger percentage of lithography today is of the commercial variety, the process has been used as an art form since its discovery in the 1790's by the Bavarian actor, Alois Senefelder. It enjoyed its greatest popularity shortly after Senefelder's description of his discovery, *A Complete Course in Lithography,* was published in 1818.

The development of photography was largely responsible for a decline in interest around mid-century, and it was not until the end of the 1800's that this interest was revived by the posters of Toulouse-Lautrec and his contemporaries.

JOHN ALMQUIST

FACULTY BIOGRAPHIES

Miss Louise von Frantzius comes to her German classes at NSCDS from teaching German and remedial English at the Midland Senior High School in Midland, Michigan.

Miss von Frantzus is a native Chicagoan who was graduated from Northwestern with a major in German and a minor in English.

After graduation she went to work in a travel agency. "Actually I WAS the travel agency, and it was loads of fun flying all over the place at a discount, but after awhile I thought I should be doing something more serious so I went to the University of Wisconsin to take some education courses and eventually I ended up in Germany teaching English."

From 1961-1962, Miss von Frantzius taught at the City Language School in Munich. One of her assignments there was to work with boys who were training for jobs in air traffic control. The international

language of the air is English, and while most of the boys had had six to seven years of study in English, they had to learn all the air traffic signals from scratch. "It was hardly what you'd call work", Miss von Frantzius says, "just conversation — and I was paid for it."

From 1962-63, she was in Mainz where she combined teaching at the Berlitz Language School with working for her M.A. at the Middlebury College branch in Mainz.

Miss von Frantzius feels that her enthusiasm for German is partly built in (her grandparents were born in Berlin) and partly nourished by her grandmother who "used to take me on her knee and tell me all those wonderful fairy tales in German".

With her native feeling for the language and her real enthusiasm about teaching it to others, Miss von Frantzius should perhaps achieve her ambition at North Shore, which is to have "lots of students in German III and IV where you get to the literature and the whole thing starts to be fun."

* * * *

Andrew K. Fleschner, who is teaching beginning French to seventh and eighth graders as well as a course in French literature for seniors, was graduated from Harvard last June. "I'm pretty close chronologically to those seniors", he says. "In a way that helps me to understand them better, but in another way I understand them less. I just can't always remember that they haven't had the four years I've had to mature intellectually. They're so mature in every other way. It's deceiving."

Mr. Fleschner, knowing that he would be teaching in the fall, went to Paris last summer and took a course in methods of teaching French especially designed for foreign teachers of the language. "Most of the work involved in teaching" he says, "is involved in designing the course. You've got to have a plan for every day or else you end up spinning your wheels and everybody else's. The seventh and eighth grade stuff is pretty cut and dried. You memorize and drill and drill and memorize, and gradually something builds. This week, one group can write a story because they finally understand two tenses. Last week they couldn't have. It's painful in a way, but when you can see the growth, it's rewarding."

Mr. Fleschner regards the senior literature course as the "cream of his teaching experience". At the moment his students are doing a study of "The Stranger" by Camus. "Not all of them get it. Knowing a language technically and understanding it as a means of communication are two different things. Some of them are better at one thing, some another. Some can do both. And I have to be the judge, which is depressing. I don't want to judge them."

To those around him, it looks as though Mr. Fleschner has led the seventh and eighth grades effectively through their first months

of a new and not always sympathetic language and perhaps because he is both close to them and beyond them, he has kept his seniors thinking hard along lines that have been fresh and inspiring.

MRS. PAUL HARPER

FEBRUARY COLLEGE REPRESENTATIVES

Monday, February 1	Mr. John Nelson, Iowa Wesleyan
Thursday, February 4	Miss Allen, Monticello College
Friday, February 5	Mr. Russell Gosage, Trinity University, San Antonio, Texas
Friday, February 19	Mr. Wallace Hunter, Colorado College

FEBRUARY CALENDAR

February 6 Upper School Series Dance .....Activities Room

February 20-23 inclusive Washington's Birthday Holiday

On February 19:
Upper School will be dismissed at 12:45 P.M.
No lunch will be served except to those going to the School-sponsored ski trip.

Middle School will be dismissed after lunch at 12:35 P.M.

Lower School will be dismissed at 11:30 A.M.
No luncheon will be served.

School bus service will be arranged for those students who are normally transported to their homes at the close of the regular school days.

School re-opens Wednesday, February 24th at 8:25 A.M.

February 26, 27 Basketball Tournament

March 6 College Entrance Examination Boards
Upper School .....8:30 A.M.

EDUCATIONAL LECTURE SERIES

The date of the appearance of Dr. Lester E. Fisher, director of the Lincoln Park Zoo, has been changed from Monday, March 1, to Thursday, March 4.

Dr. Fisher, who will bring along several of the small animals from the Zoo, will speak at 10:30 a.m. in the auditorium.

The North Shore Country Day School Winnetka

notes

March, April, 1965, Vol. XXVI, No. 5

"HEADWATERS"

The last boards were nailed over the door and the three windows, tents were folded up, last icy drinks were taken from the spring, and final glances remembered the seventy five felled, stripped, notched and spiked logs that sat snugly newly roofed by the falls. Twelve boys packed their gear on their backs and walked the mile and a half to the lumber road where they loaded tents, sleeping bags, and axes ready to begin the twenty-eight hour drive home to Chicago.

They had been newcomers to Rip Dam — builders, boys from the midwest strapping and full of beans, eager to know the woods and have it know their feats. They were fourteen all told: two who had known the woods a little longer and could grow a beard a little faster — twelve who had come to learn about one another and how they could live together — fourteen who had come to know themselves a little better.

The experiment was called HEADWATERS. It was a project built around the idea that boys aged 15-19, can and should be made responsible for making and living by their own decisions. The growth which the program sought was in each boy's confidence in himself to live a creative and active life within a community where he would begin first to learn tolerance for the ideas of others and finally, respect and admiration for the decisions of a group in which he shared and whose combined insight was greater than his own. The uniqueness of the experiment was in the fact that all decisions were the group's and that each had immediate and practical implications for every participant. The boys were responsible for designing and building a shelter, setting up and running a permanent campsite, and innovating their own amusements. Daily meetings were held to discuss problems and make plans for the next day's work. Routines were established, revised and re-established on former ground.

The "program" was a composite of the projects, enthusiasms, and skills of the participants. Coercion to the accomplishment of ends was removed and an atmosphere encouraging experimentation and discovery was cultivated. Within this atmosphere the dialogue — both speculative and practical — was continuous. Reading, singing, and discussion became informally a large part of the activity. One boy announced while reading his second book that this was the first time he could remember when he had read a book which had not been assigned. Another boy whose home was a four room flat and whose family was ten, found time to read five books. Most significant in these and other similar experiences of the summer was the fact the boys appropriated for themselves the excitement of reading, thought, and group discussion.

One of the most easily accomplished aims of the summer was to replace stereotypes with individuals. Within a context of new experiences and with a shared goal, artificial differences among individuals quickly gave way to immediate and more relevant differences among particular personalities.

Mr. John Almquist and Mrs. Joseph Schulze have joined the staff for next summer's project and the group, to be composed of twenty boys, is presently

being selected with eight of these boys coming from The North Shore Country Day School. Again the project will be clearing, building on, and maintaining a campsite. Bringing with them a library, an easel, and their professional interests, the four teachers on the staff will continue their experiments on education without school.

FRANK WALLACE
JOSEPH SCHULZE

* * * * *

Seven one act plays in a series called The Drama Festival enlivened the Morning Ex schedule in February. *The Lottery, Pullman Car-Hiawatha, Death of the Hired Man, Antigone* (Jean Cocteau), *Pyramus and Thisbe* (from Midsummer Night's Dream), *One Day in the Life of Ivan Denisovich,* and *The Bald Soprano,* offered a variety and a remarkable display of talent. Our thanks go to all those who helped with this ambitious undertaking, and especially to the three directors who spent many evening and week-end hours in rehearsal, Frank Wallace, Richard Lacey, and Joseph Schulze.

OPERA

"Our tastes have been etherealized, our perceptions exalted." "The immortal fire has descended upon them, and they are of the Inner Brotherhood — perceptively intense and consumately utter." In such terms, as his story of *Patience* develops, Sir William Gilbert spoofs the aesthetic craze of late 19th century England, a movement personified by such people as Walter Pater and Oscar Wilde. One wonders if the Beatles took their cue from the long-haired poets who posture and emote throughout the production. The lines are clever, the music delightful, and we have many new faces in the leading roles. Again, in the words of the play, "Enough of this babble — come!"

* * * * *

ARE YOU RECEIVING YOURS? Each Friday since January 29, an Upper School *Parents Bulletin* has been distributed in home room to be taken to the parents. Activities for the coming week, times, changes in programming — all are listed to keep you up to date! Are you receiving yours? If not, ask your student about it and be "last-minute" informed!

BOOKS FOR THE LOWER SCHOOL LIBRARY

The Library needs books, from beginner reading books to the children's classics. If you have books that you wish to donate, please either bring them to the school, or, if you want them picked up, call Mrs. Stephen Ober, 446-6135. Our books get hard use and mortality is high. Your donations will be appreciated.

FACULTY BIOGRAPHIES

Mrs. Paul Harper

When John Davidson was forced, through illness, to give up his teaching assignment in Chemistry, he was ably replaced by Mr. Quentin Carter.

Mr. Carter is a native of Winnetka and was educated, as he puts it, "at

Crow Island, Skokie, New Trier and Northwestern, all within seven and a half miles of my home."

He was graduated from Northwestern with a major in Biology. Immediately following his graduation, he decided to set aside the summer to have a long-delayed operation on his knee and incidently to think over what he might like to do with his life. From the time he was a Senior in High School until his graduaton from Northwestern, Mr. Carter worked during the summer on the buildings and grounds at Northwestern. "What with that and my studying, I didn't have time to do much relaxing or even thinking. I really enjoyed the summer and fall of that year. Funny how fast I got used to just sitting around."

But while he was sitting around, Mr. Carter feels, unseen forces were at work. His father had been professor of Physics at the University of Georgia and is presently deeply engaged in the Senior Citizens' teaching plan in connection with the Winnetka Public Schools. His mother is a first grade teacher in Lincolnwood. "The atmosphere at home is full of teaching, so when this job offer came up it seemed to me like the natural thing to do."

Mr. Carter has three lecture periods and four laboratories a week with twenty-three students. He says his students are too smart, but that he is learning so much from teaching them that he basically has no other complaints. "In teaching, you solidify what you thought you already knew. All I know about Chemistry is taking a fresher, clearer shape in my mind and I hope I'm projecting that to the students."

The methods of teaching at North Shore constitute a new experience for Mr. Carter. He feels that the students are getting an education that is deep and well-rounded in a way that will prepare them to face anything they may have to face after their senior year in High School. "I wish I could impress every student at North Shore with the value of what they are getting. The atmosphere for learning here is terrific. When you learn either because you are competing with someone else or because you're simply afraid not to, it's not the same thing at all as learning because you're interested. And the teachers here care what happens to the students. They work to *GET* them interested."

With this enthusiasm for his students and the School as well as his solid knowledge in his subject, Mr. Carter makes a lively addition to the High School faculty.

* * * * *

With nineteen in her first grade class, Mrs. Rita Connor is thoroughly enjoying her initial experience as a teacher in a private school.

Mrs. Connor was graduated in 1961 from Duquesne University, where she majored in Education with a minor in Psychology. From the fall of 1961 until March 1962, she taught third grade in a suburb of Pittsburgh. "It was a public school, but as in public schools in Winnetka or elsewhere along the North Shore, the cultural level behind the children was both high and homogeneous. Teaching in San Diego was something else again."

Mrs. Connor went from Pittsburgh to San Diego with her husband, James, whom she had met at Duquesne and married in December of 1961. While he put in a tour of duty with the Marines, she continued to teach.

"This time, it was really public school with thirty-five to forty in a class and among them many, many children for whom you knew there would be no carry-over at home."

She finds the change to North Shore, with small classes and with children whose parents care about their education, a refreshing one indeed. "They are

so happy about learning. Half the battle is over if you can start with the attitude that they have. They know that someone is in the background who is going to ask them about what they did during the hours at school and how they felt about it. Since I have worked with children who don't have this interest from the adults in their lives, I can appreciate even more how much it means to them."

Mrs. Connor likes working without a Curriculum Guide. "I like the freedom of teaching what I want to when I feel the children are ready. So often, when you are tied to a Guide, you find yourself forcing something the children aren't ready for, or, just as discouraging, holding them back when they could be running ahead."

While Mr. Connor gets his M.A. in Advertising at Northwestern, he and Mrs. Connor are living in an apartment at 1705 Dempster St. in Evanston.

CALENDAR

March 6 College Entrance Examination Boards ..... 8:30 A.M.

March 8 "The Skin of Our Teeth" — Drama Club ..... 10:30 A.M.

March 11 Faculty-Parent Tea, Walling Hall ..... 3:30-5:30 P.M.

March 13 National Merit Scholarship Qualifying Test ..... 8:30 A.M.
11th Grade

March 15 Educational Lecture Series ..... 10:30 A.M.
Digging up Sardis — Ancient City
Mrs. Gustavus F. Swift, Jr.

March 18 Opera Matinee (Patience) ..... 2:15 P.M.

March 19, 20 Opera Evening Performances ..... 8:30 P.M.

March 22 Music Center of the North Shore ..... 11:10 A.M.
Fine Arts Quartet Concert

March 24 Spring Holiday Dismissal Times

Upper School	2:00 P.M.
Middle School	2:00 P.M.
Lower School	
Grades 1 - 5	1:00 P.M.
Senior Kindergarten	11:30 A.M.

(Except those normally eating lunch at School, who will be excused at 1:00 P.M.)

Junior Kindergarten 11:30 A.M.

Those on school transportation will be brought home unless Mr. Ostrom is otherwise informed.

April 10 Upper School Series Dance

April 12 Educational Lecture Series ..... 10:30 A.M.
The Sea Frontier
Dimitri Rebikoff

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

May, 1965, Vol. XXVII, No. 6

THOUGHTS ON LANGUAGE TEACHING

In the past few years we have all become very aware of the importance of foreign language study. With government help various new methods have been developed. We have heard a lot about the "audio-visual" approach, the "oral-aural" method, and other systems, each one of which purports to be the best, if not the only way, to teach a language. It seems to me, however, that the particular methods used is less important than the teacher using it, and that a really good teacher can utilize successfully any given method or combination of methods. For the teacher, even more than the method, is an instrument of learning. A thorough knowledge of the language is, of course, essential. But beyond that, the teacher must have a genuine desire to share this knowledge and a sincere interest in his students as individual class members.

The study of a foreign language poses peculiar problems: it is certainly one of the more difficult subjects a student will meet, and individual abilities in this area vary greatly. Ideally, language classes should be grouped by ability. This is often impractical, however, especially in a small school. The teacher's problem, then, is to maintain a high interest level among all class members; to give special help to the slow learner, to encourage the average student, and still to challenge the gifted. In short, he must try to exploit to the fullest the varying abilities of his students.

For the so-called language barrier is not insurmountable. Rather, it is like a wall that separates the student from a wealth of literature and a culture not his own. Each member of the class could be said to be climbing this wall, and each at his own speed. Some will go slowly but steadily, while others will climb with great ease. The important thing is that the slow climber not become discouraged. His attention should be focused, not on the achievements of his classmates, but on the progress he himself has made. Practically speaking, this may mean a simpler question which he can answer, or an assignment tailored to his capacities. In such a way he is encouraged by his success and continues to climb.

Personally, I do not feel that a teacher should limit himself to one particular system, since a combination of methods allows greater flexibility in dealing with varying abilities. The student who writes poorly but speaks well can be encouraged by oral success, just as those — often very intelligent — students with a "poor ear" may excel in composition, or enrich class discussion by their fresh insights.

Thus, every student, within the range of his abilities, can succeed, and for this reason I feel that the opportunity to learn a foreign language should be open to all, at least on a trial basis.

Not only is the study of a language, because of its difficulty, a useful discipline, but it is also a most rewarding experience. Even the student who attains only a reading knowledge has benefited by his efforts. Beyond the wall a whole new world awaits him, and most importantly, language, once a barrier, will become a means of communication.

SIMONE VALVO

FACULTY BIOGRAPHIES

MRS. PAUL HARPER, JR.

Mrs. John Peale (Lydia) is, as she puts it, "the other half of Mrs. Maland", who also teaches History on a part-time basis in the High School. Mrs. Peale's assignment includes two freshman classes in Oriental History, "a course for which I find I have a special interest since I was born in China and lived there for the first four years of my life."

Now living in the Hyde Park section of Chicago, Mrs. Peale sees her husband off to his graduate school work in the morning, arranges the day for her two-and-a-half year old daughter and arrives at North Shore in time for two morning classes. Faculty meetings keep her at school until 5:30 about once a week, and recently she has been helping to interview children for admission to the Lower and Middle Schools, a responsibility which may mean staying late in the afternoons or coming out from the city again on Saturday mornings.

Mrs. Peale was graduated from Mary Baldwin College in Virginia, where she majored in English Studies. "It wasn't exactly a course in the college, but if the college felt you were qualified, it was possible for you to work out your own major field. I had started thinking about taking courses in History, Art, Literature and Philosophy in relation to my major field, which was English, in my Sophomore year and they let me do it. I had to do a lot of reading outside what they could offer me. It was kind of like taking an M.A. along with an A.B." When she had finished college, Mrs. Peale went on to Graduate School at the Harvard School of Education where she received her M.A.T.

Her first teaching job was at the Dwight School in Englewood, N.J., a private school for girls. "I like co-education better. We worked those girls awfully hard until four-thirty in the afternoon, but still their lives seemed kind of dull. At North Shore, the opportunities that girls and boys have to know each other as friends, to work with each other casually and not to have to think of every relationship as a great romance seems much more natural and rewarding to me."

Next fall promises to be eventful for the Peales. Mr. Peale begins his college teaching career in the philosophy department of Elmhurst College and a small new Peale arrives in September.

"I'm really sorry I can't go on with my work here. I am very much impressed with the school. The opportunities for teachers to teach in their own way are unlimited and although discipline has been criticized, it seems to me that one of the virtues of having small classes as we do here is that we can have a casual classroom where the students really begin to think and talk without worrying too much about formalities. I've found it exciting."

Mrs. Peal has been at the school only a short time, but her obvious intellectual gifts, combined with her informed and sensitive interest in the school and the students, will be very much missed in September.

* * * * *

Linda Gawthrop, who is officially known as the Assistant in the Junior Kindergarten, seems to be filling a number of unofficial roles in the life of the School. A class of 21 four-year-olds keeps her busy from 8:30 to 11:30. At 11:30 she suits them up and speeds them towards home, then runs to the lunchroom, where she supervises a table of hungry third, fourth and fifth graders until 12:10. At two o'clock, she becomes assistant to Miss Spencer, helping with the Middle School sports program. During the basketball season, she got so interested in the girls' varsity team that she often found herself staying until after dark to cheer the contestants on to victory. During spring vacation she chaperoned a group of six juniors to Aspen, where, with six seniors, chaperoned by Miss Spencer, they virtually took over a small section of town.

This is Miss Gawthrop's first year of teaching. She was graduated from Garrison Forest, a boarding school in Garrison, Maryland, where she enjoyed her exposure to the history of art so thoroughly that she decided to continue it at the Villa Mercede in Florence, Italy.

Following her year abroad, she took a job as a secretary at the Northern Trust, where she stayed for a year, but that was, as she puts it, "kind of dull; all money and no people", so, as an antidote, she became secretary in charge of reservations at the Drake Hotel, which was "lots of fun, but almost too hectic to stand for more than a year." Seeking a change of scene, she went to New York, where she worked for Whitney Communications, an enterprise run by John Hay Whitney from the top of the Time-Life Building. "That was fascinating because the office was just like offices in the movies; you couldn't believe it unless you saw it."

Now back in Chicago in a comfortable apartment where "nothing matches yet", Miss Gawthrop finds herself more and more fascinated with teaching. "The way it looks now, I'll have to find some way to get my degree. I love these children and I love teaching. I really want to go on with it and that means studying too. I want to do both at once if I can next year."

With her cheerful willingness to contribute wherever she is needed in the School, Miss Gawthrop has made friends among the students from her assigned group in Junior Kindergarten to the Senior Class in the High School. She has turned her initially small responsibility into an increasingly large one and is indeed a valuable member of the faculty.

THE COLLEGE CRISIS

WGN Radio Series of Interest to Young People and Their Parents

A new survey series may be heard on Mondays at 9:35 p.m. on WGN radio. The series had its premiere on March 15 and will continue into July. The program is intended to aid hopeful students toward realistic college choices based on their high school achievements, and the institutions open to them.

Experts in scholarship, testing, and placement, plus informed accounts of the resources and facilities of local and regional institutions of higher learning, are included in the series moderated by Francis Coughlin.

Titles of programs are posted on the bulletin board in Upper School.

FROM A TO Z

THE WOMAN'S BOARD ALPHABET

From A to Z — or antiques to zinneas — will be on the block at the "Auction in the Round" as Mr. Harold Pick takes up his gavel at 1 P.M., Saturday, May 8. Filling in some of the B's, C's, and D's are a Box at a Cubs game, Cocktail specialties and a Drum table. The list goes on to cover most of the letters of the alphabet — there's nothing for x, but a yoga wheel accommodates Y.

A potpourri of bibelots, curios and smaller treasures, of interest to both collector and bargain hunter will be found in the "Bizarre Bazaar", whose doors will open at 11:30.

Sandwiches, beverages and dessert will be available, or if the spirit moves you, bring your own picnic basket for a gala day in the transformed Activities Room of the Boy's Gym.

If you don't have your tickets yet — $1.00 each — call Mrs. Talley at School, buy them at the door, but DO COME to the Woman's Board's spring benefit.

EDUCATIONAL LECTURE SERIES

We are planning the Educational Lecture Series for 1965-66 and would welcome any suggestions from you as to particular speakers, areas of interest that you would like to see brought before the students, or comments on past programs. We are also making similar requests to the students and the faculty in the hopes that we can present the kind of Lecture Series that would be most rewarding to the largest number. If you have any suggestions please call Mrs. Joseph at the School.

ROBERTA MAYER, chairman
VIRGINIA DILLE
MARY ALICE COULTER
HARLE DAMMANN

MAY CALENDAR

May 1 — College Entrance Examination Boards ..... 8:30 A.M.

May 4 — Chicago Woodwind Quintet Concert ..... 10:30 A.M.
Music Center of the North Shore

May 8 — Woman's Board Spring Benefit
Bizarre Bazaar ..... Opens 11:30 A.M.
Auction in the Round ..... Starts 1:00 P.M.

May 13 — G.A.A. Banquet ..... 6:30 P.M.

May 21 — Senior Play ..... 8:15 P.M.
"Androcles and the Lion"

May 24 — Fine Arts Quartet Concert ..... 11:10 A.M.
Music Center of the North Shore

May 26 or May 27 — May Day
In the event of rain on May 26, the following day has also been reserved. Details of the program will be forthcoming.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

June, 1965, Vol. XXVI, No. 7

A MORAL MAN

The mothers and fathers who founded North Shore designed a school which would welcome children from all religious faiths; a school in which religious differences should never be a cause of discomfiture for a child. Inevitably, this stand limits the school's expression of religious teaching, clearly obviating creeds of any sects and raising barriers to spiritual ritual.

What happens to moral training in such an atmosphere? How does it happen that North Shore devotes so much attention to the development in youngsters of a strong and active sense of responsibility? Founded in 1919, the school's infancy coincides with a post-war decade we describe as "the roaring 20's," a time when obedience to long-established codes was everywhere called in question. Bootlegged booze, trial marriage, and flapper skirts were symbolic of a denial of existing mores and at once a reflection of widespread experiment. In such a setting, a moral code based on obedience to law cracked enough to allow consideration of moral training for youngsters in which fundamental attitudes would be supported by a well-developed intelligence. Boiled down to its simplest terms, the proposition contends that man is moral insofar as he is possessed by an obstinate feeling of sympathy, an indefatigable tenderness for his fellow man, a tenacious will to give his best to a needy soul. I shall refer to this aspect of moral man as an obstinate feeling of sympathy.

Let me state a further consideration of the proposition. Man's obstinate feeling of sympathy, however or wherever directed, arrives at its best expression only when supported by his intelligence. This intelligence may be relative to a variety of circumstances, but in my thinking the feeling of love is absolute. If I may use an example to illustrate my thoughts about the relationship between an obstinate sympathy and intelligence, let me resort to consideration of man's best friend. Over the years, I have been the beneficiary of the affection of a number of dogs, some easily taught, some ill-mannered and resistant to teaching, but all dogs. Perhaps the brightest of these animals was one who stopped, started, ate or barked in response to my personal wishes. In other words, he had been taught to do about everything a dog can be taught to do, but, he never learned to think for himself. My understanding of this dog's obstinate love for a master does not allow for an ability to think, for intelligence, and so this beautiful German Shepherd (Wotan by name) was not a moral being — no matter how well-behaved. As intelligence impinges upon the concept of love, then, I think of an independent mind as a necessary support of an obstinate sympathy — and the two qualities as necessarily human and as the foundations on which a moral man must stand. Let me offer an example or two:

It is time to leave the schoolroom at the end of the day, everyone else has gone, there is a Physics textbook on the table, you cannot find your own, there is a test in that subject to-morrow morning. To take that book for study in the

evening is an understandable answer to the problem. Perhaps you once had your book taken by an unknown borrower. "Everybody does, and we are all classmates and friends." And so you borrow without permission a book which in similar circumstances you would lend. All very innocent and all very common.

Enter the discussion the notion of the moral man with an obstinate feeling of sympathy — a man also endowed with intelligence. His brain describes the relationship of the book to its owner, pointing out that the book is by the nature of ownership an extension of the owner — that it may be taken innocently from its owner only with his consent — but to take it without consent is to be guilty of a sneak attack on the owner — and this a man of obstinate sympathy would refuse to make. And so — he leaves the book on the table until he can find the owner to ask permission to borrow it.

I hope my point is clear in terms of personal morality. Let me now see whether or not I can carry this proposition into an international field. I choose this field because it seems to me to be the most difficult of all questions of morality.

In attempting this, I have in mind only abstractions.

There is, somewhere, an island, large and bountiful in its natural resources, known as Lost Pacifica. People on the east end of the island have yellow hair; people on the west end have blue hair. These two adjacent territories on Lost Pacifica have a common border. As you would expect, the people on the west end of the island found blue hair attractive, right, and proper and any other color of hair to be unattractive, wrong, and improper — and they wrote poems and sang songs about themselves until they convinced each other that they were a superior race. Nobody seemed to think this was funny — not even the people with yellow hair living on the east end of Lost Pacifica. This isn't very strange because they were busy writing their own poems and singing their own songs.

Now years went by while the island remained neatly and cleanly divided, and then one day there was a rumbling and quaking and clouds of steam rose out of the sea close by to the south and a new island was born — and with it a series of apparently insoluble problems. Think a moment about the attitudes and appetites building at the west end where the blue-haired people are planning an expedition to search for minerals on the new island, where new poems and new songs extol the superior race in ventures into new lands; where prophets of doom warn against delay which would allow the yellow-haired to arrive first; here a small but vocal minority dreads a cooperative effort which could end in a mixing of the races and the creation of a green-haired race. To solve these problems, the individuals at both ends of the island have decisions to make — each decision a choice — and each choice has moral implications.

I won't go on to solve the problems of this imaginary world, except to remind you that an obstinate sympathy for other people and intelligence enough to understand the meaning of the poems and songs these people wrote about themselves would allow a man to act in an honorable manner in this conflict between two societies; that is to say, with moral sensibility, which I like to think of as the rock on which may be built a better world.

The school, not far from its half-century birthday, continues its search for the ways and means of giving boys and girls the elements of sound character. Most of our students are readily sympathetic, making the task one of developing obstinacy in this attitude. Most of them are intellectually able, making the task one of developing rational responses when moral choices must be made. The faculty of the North Shore Country Day School gladly accepts the challenge of these tasks.

NATHANIEL S. FRENCH, *Headmaster*

FACULTY BIOGRAPHIES

MRS. PAUL C. HARPER

Miss Gretchen Karlovetz is rounding out a year of teaching in the senior kindergarten. She will return to her home in Dearborn, Michigan, next year to teach in Birmingham, which is a suburb of Dearborn.

Miss Karlovetz has enjoyed her year at North Shore and, in fact, has suggested to Nat French that he move the whole operation to Dearborn so that she can go with next year's kindergartners. So far, he has remained unreceptive to the plan.

Miss Karlovetz is a graduate of the University of Michigan, where she majored in Physical Sciences and Education. Although she is prepared to teach any grade from kindergarten through the eighth, her preference is for teaching five-year olds.

Most of the children in her present class have learned to read during the year and while she is proud of their accomplishment, she does not think it is particularly unusual. "Children can learn anything any time you want to take the time and patience to teach them. Learning to read is not the real challenge. The real challenge is in being able to grasp experience second-hand through symbols and make it your own. A great many five-year-olds are still preoccupied with life at first hand. (Water. How does it feel? Is it hot? Is it cold? I take a bath in it. I swim in the lake in it.) A world that is so full of a number of things for immediate experience may seem smaller rather than larger when it is suddenly reduced to the symbols that written words are to young children. Thus reading could come to mean a confined world rather than the expanded one we adults are hoping to present to them when we teach them to read. I think that in kindergarten, I would much rather put the emphasis on reading readiness work than on reading itself. The children who are ready to learn will learn, and the ones who are not will be that much more anxious for the experience when they get to it."

* * *

Mr. Sheldon Rosenbaum, accompanist extraordinary for Mr. Allison in all of North Shore's musical activities, and teacher of piano for at least thirty individual students, earned his B.A. at the Julius Hartt College of Music in Hartford, Connecticut. He came west for his M.A. at Northwestern and, with that in his pocket, went into the Army for a six-months tour of duty.

Out of the army, he married a Chicago girl, Phyllis, and they moved back to Hartford, where he taught for two years at Julius Hartt. Simultaneously, he was staff pianist with the Hartford Symphony and appeared in concerts throughout the city.

In 1961, he returned to Northwestern to start work on his doctor's degree. He was in the program there until the time of the Berlin crisis, when he was suddenly called back into the Army. He and his wife, having just unpacked in Evanston, packed up again and moved to Fort Carson, Colorado. "At first, it seemed like the end of the world to us, but good things came out of it. We learned to love that part of the country and, almost by accident, I had an experience that has meant a great deal to me since, both professionally and financially. I went to work playing the piano in a bar and, for the first time, I really learned popular music— what it was and how to play it. Of course it wasn't exactly a restful life — playing till two or three in the morning and then — reveille, but still it was worth it."

One of the more vivid experiences of Mr. Rosenbaum's life at North Shore occurred when he went with the Sangerbund to Milwaukee for an evening concert. At a dance after the concert, he was exposed for the first time to the Frug,

the Dog, the Gorilla and the Watusi, all executed in the highest teen style with the loudest possible music. "I loved it. It was sheer noise, but they were so free. Primitive. But it got me. I wanted to be out there myself."

With his assignment at North Shore, combined with the work he is doing on his doctorate — not to mention his commercial engagements, Mr. Rosenbaum seems to be living an active and varied life. He is looking forward to more of the same next year. Meanwhile, his students are hoping that his daughter, Sharon, who will be a year old in September, will make her debut at North Shore with her mother on May Day.

ANNUAL ALUMNI SPRING PARTY

Remember to save Sunday, June 6th — from 4:00 to 6:00 p.m. The party this year is to be at the home of Mr. and Mrs. Roderick Webster, 704 Park Avenue, Winnetka.

Special Anniversaries are to be celebrated: 25th — Class of 1940, 15th — Class of 1950, 5th — Class of 1960.

STANDARDS COMMITTEE

The Standards Committee will mail to the entire parent body, next fall, a revised and retitled booklet which will incorporate both the rules of the school and suggestions pertaining to the students' social life off campus.

The committee sincerely hopes that all parents will *study* the new catalogue upon its arrival and that they will refer to it frequently when questions arise. It is our hope that we have achieved some clarification in the differences between "School Rules" and "Standards", and that any questions pertaining to either heading will be directed to the appropriate department.

The booklet will be received two or three days prior to the opening of school and we look forward to any questions or suggestions. The committee operates as a parent voice and can be neither efficient nor successful without parent participation, be it favorable or unfavorble.

Mrs. John Milliken
Mrs. Stewart Boal

SKI EXCHANGE

The Woman's Board will again sponsor the ski exchange in the Fall. Please save any ski-skate equipment in good condition. For pick-up service call the school, 446-0674.

COLLEGE PLANS — CLASS OF 1965

The Class of 1965 is to be congratulated on having earned acceptance in a representative group of colleges and universities.

Boys will attend: University of Wisconsin, Trinity University, Beloit, (2) New England College, Harvard, University of Michigan, Occidental, Lakeland College, Dartmouth, Yale, Amherst, University of Denver, Syracuse University, North Park College, Rockford College, Wesleyan University, (3) Columbia University, Sewanee, Hillsdale College, Western Michigan University.

Girls will attend: (2) Pitzer College, Goucher, Connecticut, Western College for Women, (2) Smith, New College, (4) Pine Manor, (2) Briarcliff, Vassar, Centenary College for Women, Colorado College, Rollins, (2) Colby Junior College, Beloit, Wheaton (Mass.), Macalester, (2) Skidmore.

Seniors have also been admitted to the following colleges: Washington University, Shimer College MacMurray, (2) Bradford, (2) Colorado Woman's College, Western College for Women, Bennett Junior College, (2) Briarcliff, (2) Skidmore, Connecticut, Reed College, Vassar, Swarthmore, (2) Pine Manor, Centenary College for Women, University of Denver, Mt. Holyoke, Western Reserve, (2) Yampa, Cornell, (2) New York University, Wesleyan, Lehigh, Lawrence, Columbia, Coe College, Ursinus College.

OPENING DATE OF SCHOOL — MONDAY, SEPTEMBER 13

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

October, 1965, Vol. XXVII, No. 1

LAUNCHING A SHIP

When the hull of a vessel has been completed and a minimum of the machinery and bulkheads installed, it is time for that exciting moment when she slides down the ways to be met by the waters of the earth, a moment which invites the imagination to the fact that she will someday be turned loose from her shipyard moorings and sent forth to ply the seas, free to come and go under her own power, directed from within, and steered to a course which may take her to the farthest corners of the earth.

Once the newly launched ship has floated to the dock where the finishing work will be done, craftsmen will swarm over her to install the engines which will drive her through the waters and the highly complicated machinery which will control her. If this ship is to be used to shuttle men and materials on a well-defined run, her control machinery may be limited to the demands of the particular run. If she is to accept a variety of cargoes and is free to deliver them to any of the ports of the world she will be equipped with electronic devices which bounce sound off the ocean floor to inform the bridge of the depth of water in which she sails; devices which can see through the dark (radar); devices which allow the skipper to listen to descriptions of the weather over a wide range of the earth and to predict the impending weather; devices which pick out of the air a variety of electronic impulses and digest them into a precise description of the vessel's exact position on the face of the globe. Building into the ship this equipment makes out of the hull which was launched with such festivity, a viable, self-directed vessel capable of going where there is water.

I have indulged in an analogy which appeals to me. Like all such analogies, it is inexact, sometimes diverting, and occasionally misleading, and, a defense of analogy invites a discussion of metaphor which in its turn leads to a suspicion (lingering through allegories) that the thought processes of man seek a depth of understanding which reaches beyond the explicit.

An attempt which invites analogy, metaphors and allegory needs no apology, however, when directed to the interests of children. The school plays a part in the life of a child which consumes a large part of his time and energy and we view these efforts in the light of expanding horizons. It would be nice to think that our graduates were equipped to see a little better the depth of the seas on which they will sail; the climate in which they will operate; the wordly position from which they will act.

There is no simple key to cast and hand to a student. Effective ability, or understanding, or even an imaginative effort must be based in knowledge. Thus, the school may direct its attention to an educational effort which honors competence well-grounded in knowledge. An examination of competence in our world reveals the need for information, but reveals much about the importance of the manner in which an individual uses information. Children sent to us for education are the hope of a society which will sail the seven seas. It is our task to foster in these children an affinity with the world, a desire to be an effective participant in the world's problems-

Definition of this charge must be our constant concern. To add and subtract; to understand proportional relationships; to know the limits of quantitative probabilities; to spell and to use correct grammatical forms; to understand the difference between authority and government — these are tools one uses in any attempt to know; these are the first line of meaning in a war against ignorance. And we believe that ignorance presents the most formidable barriers to mature consideration of the paths leading away from famine and pestilence. This does not mean that all information is of equal value. Such barriers as stand most squarely in the way are built of partial and undigested information. Recently, we were urged to dial a Chicago telephone number to hear a recorded message which may well have come from a man who sincerely believes that 12,000,000 American men and women have become the victims of leftist educators — men and women members of the PTA whose membership therein makes them contributors to a grandiose Communist conspiracy. If we grant the man's sincerity, we may find ourselves musing on the mysterious disorders of the paranoid mind, but his message went to many a healthy mind. This makes one wonder whether or not those healthy minds are well enough educated to react knowledgeably and rationally. Will they know the depth of water into which such a proposition could lead us; know enough to look ahead beyond what may be clearly seen; know enough to judge where they stand as they make plans to move? Some will, but there are others who will not; or at least, we may presume this from knowledge of other occasions when the so-called "big lie" smear technique has been used.

Today's school, like the academy of long ago, deals first and finally with knowledge and skills which may be summarized under one heading; i.e., competence. Our problems stem from the need for increasingly sophisticated knowledge; from the need for skills of a more complex nature. There is more information available and almost infinitely complicated relationships to be understood by the youngster whom we hope to steer in the direction of freedom to travel well on the many seas.

NATHANIEL S. FRENCH, *Headmaster*

YOUR PARENTS ASSOCIATION AND YOU

This year, as in every year, our familiar community of students and families has been freshened again by the enrollment of a number of new children. It is primarily to the parents of these new children that I submit the following thoughts. Incidentally, it is assumed that you are interested and curious about your child's new school — and this is very important, for the success of his school experience is directly contingent upon you.

Thought 1

North Shore is an independent school in the fullest sense of the term — which means that it is owned, supported and, to a surprising degree, staffed by parents. Our professional Faculty and our Board of Directors rely upon school parents to provide many of the talents and services and all of the necessary finances (over and above tuition fees) that our school needs to operate.

Through its committee framework your Parents Association responds to those needs. Therefore, may I suggest that you involve yourself in the workings of your child's school. Some of the chores are quite interesting and all are necessary.

Thought 2

As you may already suspect, North Shore is not cut in the conventional school pattern. It has its own strengths, its own weaknesses and, some say, more than its share of idiosyncrasies. Now, if our children are to squeeze fullest value out of their school experience it is common sense that there must exist a solid understanding between parents and faculty. This can come about only if each parent makes himself well informed in matters pertaining to our school's academic objectives, new teaching methods and the day-to-day situation of school life. Toward this end, your Parents Association sponsors periodic general meetings (our first this year is Wednesday evening, Oct. 13), conducts informal grade meetings and publishes the newspaper you are now reading. From the school's standpoint and more importantly, from your child's standpoint there is no substitute for a well informed parent.

Sincerely,
ADAM A. BREUER, President
Parents Association

PIANO LESSONS

A reminder that it is possible to arrange for piano lessons during the school day with Mr. Sheldon Rosenbaum, resident pianist in the music department. Mr. Rosenbaum may be reached through the switchboard or in his room in the Art Center. His home phone is 869-8486.

THE SKI EXCHANGE

The 4th Annual Ski Exchange, sponsored by the Woman's Board, will be held this year on Saturday, November 27th from 9:00 A.M. until 3:00 P.M. Please gather up and give us your good used ski equipment to sell. Call HI 6-0674 pick-up service.

THE SKI-LINE

Carroll Reed is coming back to School for another sale of informal and imported sportswear — parkas, ski pants, boots, sweaters, the hard-to-find ski accessories and apres-ski outfits.

There will also be classic sports clothing of all descriptions for the non-skier. Many sizes will be available for try-ons for men, women and children.

A special this year will be the appearance of Robert Mazaltov, New York, one of the outstanding needlework artists in the country. He will have available patterns for everything from eye glass cases to large rugs, from cushion covers to men's slippers, from handbags to card table covers.

For the first time this year, McLeister's Homemade candies will be sold. The choices range from peanut brittle to pecan or cashew glaze to chocolate assortments.

The dates to remember are Monday, October 18 — when the sale will go on from 10 a.m. into the evening hours to 9 p.m. so that the men may have a chance to shop—and Tuesday, October 19, from 10 a.m. to 5 p.m. The sale will be held in the Activities Room of the new Center for the Creative Arts on campus.

A NOTE OF THANKS

We have all heard of, or taken part in, the Herculean efforts of the Woman's Board, and the expended time, energy, and intelligence of their work cannot have escaped any parent of the School. The consequences of their talents reach into many a happy corner and it is a joy to report here two of the more tangible results: a gift of $9,230.00 for a new stage lighting system, and a gift to the Fund for Teaching Excellence amounting to $2,300.00. Both gifts will reach many years into the future, enriching the lives of our students. Thanks to all of them for an important contribution.

NATHANIEL S. FRENCH

THE 1965-66 EDUCATIONAL LECTURE SERIES

of

The Parents Association, The North Shore Country Day School

TUESDAY, OCTOBER 26

A TRIBE OF MONGOLIAN NOMADS COME TO AMERICA
Dr. Leonard D. Borman, Anthropologist with the City of Chicago

TUESDAY, NOVEMBER 16

TWO FRENCH ARTISTS LOOK AT THE STAGE
Paul B. Moses, Assistant Professor, University of Chicago

THURSDAY, DECEMBER 2

SPACE AND INTERNATIONAL POLITICS
Leonard Reiffel, Director, Astro Sciences Center,
Illinois Institute of Technology Research Institute

TUESDAY, JANUARY 4

WORKING IN THE PEACE CORPS WITH A JUNGLE TRIBE
Neal Volkman, Training Supervisor
North Side Neighborhood Youth Corps

TUESDAY, JANUARY 18

WHAT'S AHEAD IN SPACE?
Peter Reich, Aviation Editor, Chicago's American

FRIDAY, FEBRUARY 25

AFFECTS OF LIGHT ON THE GROWTH OF PLANTS AND ANIMALS
Dr. John Ott, Time Lapse Photographer, Author, Inventor

TUESDAY, MARCH 8

MOUNTAIN CLIMBING IN THE ALPS AND AFRICA
Mrs. Donald Simpson, Mountaineer

MONDAY, APRIL 25

DANCE DEMONSTRATION
Berea College Dancers

All performances will be given at 10:30 a.m. in the auditorium on the School campus. Be sure to reserve the above dates and join us at the lectures. We welcome your support through the purchase of tickets that were sent to you in the mail.

MRS. ROBERT MAYER, *Chairman*
MRS. THOMAS H. COULTER
MRS. ROBERT C. DILLE
MRS. THOMAS L. DAMMANN

UPPER SCHOOL FIELD TRIP TRANSPORTATION

Field trips arranged by the School are normally travelled by bus and spectators travelling to a game away from school are given the opportunity to go by bus. A student is permitted to drive a car on school-sponsored trips only when an adult is in the car, the student driver has written permission from his parents acknowledging their responsibility, and student occupants also have written permission allowing them to ride in a car driven by another student. On such trips students travel and remain with the group, unless, in special cases arranged for in advance, they present written notification from their parents indicating that other acceptable arrangmens have been made for their transportation.

ATTENDANCE

A child's responsibility for promptness and attendance is importantly influenced by the attitudes of his teachers and parents. All students are expected to be at school except when ill. This expectation not only supports the progress of each child in his current education but is underscored by the interest of colleges and potential employers in a student's school attendance record. School vacations which occur when many people might be traveling have been scheduled to avoid weekend congestion on transportation facilities. Cooperation in adhering to the School calendar and schedule serves the best interest of each student and assists in the smooth functioning of the School.

Each absence from class represents a distinct loss to the child. It cannot be compensated for by "make-up" assignments which can cover only "out-of-class" work. Every teacher carries a full schedule, and time required to work out special assignments for a student absent for reasons other than illness deprives a teacher of time belonging to the entire class or, rightfully, to the teacher for his own pursuits.

For such legitimate absences as a trip to visit colleges, students must be excused by Mr. French. Students who are late to School in the morning should report to the office for an admittance slip. Upper School students who need to leave campus during the day, normally at the lunch period only, must receive permission: boys from Mr. Wallace, girls from their advisors. Students who must be absent at any other time (for a doctor's appointment) are asked to bring written notification from their parents.

Assignments for ill students may be requested by telephone from the office EACH DAY BEFORE 10:00 A.M. and may be found in the school office AFTER 4:30 P.M. The office is open from 8:00 A.M. to 5:30 P.M., Monday through Friday.

YOU ARE INVITED

Parents, alumni and faculty!

After the Homecoming game with Lake Forest Academy on October 16, come to the Tootenanny on the French's terrace. Refreshments. $1.50 per person.

CALENDAR

October 13	Parents Association Meeting	8:00 P.M.
October 18-19	CARROLL REED Sale Also Mr. Robert Mazaltov, Needlework specialties. Activities Room, Art Center	October 18..10:00 A.M.-9:00 P.M. October 19..10:00 A.M.-5:00 P.M.
October 23	Preliminary Scholastic Aptitude Tests ..... 11th and 12th Grades	8:30 P.M.
October 26	General meeting all Lower School parents Junior Kindergarten through Fifth Grade ..... Music Room, Walling Hall Following there will be parents meetings for each Grade in the individual classrooms	8:00 P.M.

COLLEGE REPRESENTATIVES

Date	*College*	*Representative*
October 7	Bradley University	Thomas P. Cromwell, Adms. Counselor
October 8	Whittier College	Robert E. O'Brien, Assoc. Dir. of Adms.
October 11	Ripon College	John B. Buckland, Adms. Counselor
	Bennington College	Mrs. Helen Feeley
October 12	Occidental College	Dennis A. Collins, Assoc. Dir. of Adms.
	Western College for Women	Miss Janet Reed
	Bryn Mawr College	Miss Hillary Henneke, Jr. Asst. to Dir. of Adms.
October 12	Long Island Univ., C. W. Post College	Adrian H. Richner, Asst. Dir. of Adms.
October 13	Wesleyan University	Philip Calhoun, Asst. Dir. of Adms.
	University of the Pacific	Elliott J. Taylor, Dean of Adms.
	Earlham College	Miss Judith Davis, Adms. Counselor
	Randolph-Macon Womens College	Miss Mary Lee Tillette, Dir. of Adms.
October 14	Menlo School and College	F. Philler Curtis, Dir. of Adms.
October 18	William Penn College	Chuck Maas
	Iowa Wesleyan	John Nelson
October 20	Macalester College	Arlin Buyert
	Pepperdine College	George M. Hill, Dir. of Adms.
October 27	The American University	Mr. Richard L. Apperson, Assoc. Dir. of Adms.
October 29	Beloit College	Miss Phyllis Lines, Chg. Area Adms. Counselor
November 1	Emory University	Winston R. Carroll, Adms. Counselor
	Washington University	Mrs. Margaret Dagen, Asst. Dir. of Adms.
	Colorado Woman's College	Wallace D. Hunter, Assoc. Dir. of Adms.
November 3	Lafayette College	Richard W. Haines, Asst. Dir. of Adms.
November 8	Drake University	Robert A. Heggen, Adms. Counselor
November 19	Nasson College	Mr. Gary S. Poor, Dir. of Adms.

THE BOARD OF DIRECTORS

Donald S. Perkins, President
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Adam A. Breuer
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President, Mr. Adam Breuer, 155 Thorntree Lane, Winnetka ..... HI 6-3366
Vice-President, Mr. Blake Flint, 1274 Tower Road, Winnetka ..... HI 6-2636
Vice-President, Mr. Harry E. Green, 181 Birch Street, Winnetka ..... HI 6-3747
Vice-President, Mr. James G. Maynard, 90 Locust Road, Winnetka ..... HI 6-1728
Treasurer, Mr. Ezra Pugh, 948 Hubbard Street, Winnetka ..... HI 6-6192
Secretary, Mrs. Arthhr Dole, III, 1148 Oakley Ave., Winnetka ..... HI 6-5760

EXECUTIVE COMMITTEE

This committee is composed of the officers of the Parents Association, Mr. Nathaniel S. French, ex-officio, and the Standing Committee Chairmen.

FACULTY — THE NORTH SHORE COUNTRY DAY SCHOOL — 1965-66

ADMINISTRATIVE OFFICERS

Headmaster ..... Nathaniel S. French
Dean of Girls ..... Virginia S. Deane
Secretary to the Headmaster ..... Jane T. Croft
Head of the Middle and Lower Schools ..... George F. Eldredge
Dean of Boys ..... Frank Wallace
Assistant to the Headmaster ..... Barbara A. Foote
Secretary to Head of Middle and Lower Schools ..... Joan H. Peck
Treasurer ..... Lorenz W. Aggens
Asistant Treasurer ..... Elsie V. Harridge
Superintendent of Buildings and Grounds ..... Vincent C. Reidy
Registrar ..... Jean K. Talley
Public Relations ..... Helen F. Joseph
Transportation ..... Gerald Ostrum
Bookkeeper ..... James J. Bergen
Office Secretary ..... Violet E. Dormody
Office Secretary ..... Jane Lawlor
Secretary to the Deans ..... Sandra J. Brown
Receptionist ..... Esther J. Mitchell
Director of Athletics and Summer Day Camp ..... Martin J. McCarty
Manager of Day Camp ..... C. Bertram McKinney

LOWER SCHOOL

Fifth Grade ..... Kathleen M. Collingbourne
Fourth Grade ..... Rita Conner
Third Grade ..... Donna Lee Frisch
Second Grade ..... Frances B. Renoe
First Grade ..... Margaret H. Parsons
Kindergarten Teacher ..... Marsha Johnson
Kindergarten Teacher ..... Janette J. Damaske
Assistant Kindergarten Teacher ..... Diane J. Embree
Assistant Kindergarten Teacher ..... Linda Gawthrop

MIDDLE SCHOOL

English ..... Beverly Arment, Joseph R. Schulze
Social Studies ..... Joseph R. Schulze, William W. Steel
Mathematics ..... Virginia Ingram, Jean B. Pettibone
Science ..... Timothy Bannon
French ..... Elvira Scarpa

UPPER SCHOOL

English ..... Barbara A. Foote, Richard Lacey, Charlotte S. Waisman, Frank Wallace, John C. Woodbury
History ..... Paul Bohannan, Virginia S. Deane, Merwyn S. Garbarino, Sue D. Maland, John C. Woodbury
Mathematics ..... Elsie V. Harridge, Stephen S. Ober, David Osberg, William W. Talley
German ..... Louise von Frantzius
French ..... Liliane Durham, Elvira Scarpa, Simone Valvo
Latin ..... Kathleen R. Welsh
Science ..... Sandra J. Brown, Quentin Carter, Martin J. McCarty, William W. Talley
Health Education ..... Perry Dunlap Smith

INTER-SCHOOL

Art ..... John F. Almquist, Jane Dalton, Hamilton Migel
Dramatics ..... Charlotte S. Waisman
Industrial Arts ..... Vincent C. Reidy
Librarian ..... Anne B. Strong
Music ..... Vincent B. Allison, Sheldon Rosenbaum, Barbara Thompson
Athletics ..... Martin J. McCarty, S. Joy Spencer
Assistants in Athletics ..... Jay D. Bach, Linda Gawthrop
Developmental Reading and Testing ..... Evelyn Kratz, Gerald Ostrom
School Physician ..... Dr. Herbert F. Philipsborn
Psychiatric Consultant ..... Dr. Alfred Flarsheim

ROOM ADVISORS

6th Grade..... Miss Ingram
7th Grade.. Mr. Schulze and Mr. Bannon
8th Grade.... Mr. Steel and Miss Arment
9th Grade Girls..... Miss Brown
9th Grade Boys..... Mr. Ober
10th Grade Girls..... Mrs. Harridge
10th Grade Boys..... Mr. Osberg
11th Grade Girls..... Mme. Valvo
11th Grade Boys..... Mr. Woodbury
12th Grade Girls..... Miss Deane
12th Grade Boys..... Mr. Wallace

GRADE CHAIRMEN

Junior Kindergarten, Mrs. George F. Springer, 770 Rosewood, Winnetka ..... HI 6-4891
Senior Kindergarten, Mrs. Richard H. O'Riley, 4 Briar Lane, Glencoe 835-3370
First Grade, Mrs. David A. Deuble, 820 Becker Road, Glenview ..... PA 4-6563
Second Grade, Mrs. James M. Fitzgerald, 400 Sunset Lane, Glencoe ..... VE 5-4184
Third Grade, Mrs. William D. Ross, 1310 Hackberry Lane, Winnetka ..... HI 6-5511
Fourth Grade, Mrs. William G. Crowle, 1065 Brookside, Deerfield ..... WI 5-3743
Fifth Grade, Mrs. James A. Babson, 153 Sheridan Road, Hubbard Woods .... HI 6-2207
Sixth Grade, Mrs. Robert L. Schmitt, 970 Sunset Road, Winnetka ..... HI 6-0093
Seventh Grade, Mrs. John P. Ayer, 910 Willow Road, Winnetka ..... HI 6-5121
Eighth Grade, Mrs. Michael A. Donohue, 625 Washington Avenue, Glencoe .. VE 5-1725
Ninth Grade, Mrs. James A. Delaney, Jr., 615 Washington Avenue, Glencoe .. VE 5-2363
Tenth Grade, Mrs. William M. Dunn, 947 Oak Street, Winnetka ..... HI 6-0749
Mrs. Richard H. Samuels, 2828 Blackhawk Road, Wilmette ..... AL 1-0125
Eleventh Grade, Mrs. Daniel Haight, 410 Brier Street, Kenilworth ..... AL 1-2656
Twelfth Grade, Mrs. Ezra Pugh, 948 Hubbard Street, Winnetka ..... HI 6-6192
Mr. Preston A. Wells, Jr., 345 Locust Road, Winnetka ..... HI 6-4459

STANDING COMMITTEE CHAIRMEN

American Field Service, Mrs. Thomas Geraghty, Jr., 344 Palos Road, Glencoe VE 5-2051

Art Library, (Display), Mrs. Samuel S. Greeley, 800 Tower Road, Winnetka ..HI 6-4152

Athletic, Boys, Mr. Frank F. Fowle, 6 Kent Road, Winnetka .....HI 6-2066

Athletic, Girls, Mrs. A. Harris Barber, 1202 Cherry Street, Winnetka .....HI 6-0421

Costume, General, Mrs. Gordon H. Ewen, 815 Ash Street, Winnetka .....HI 6-3153

Costume, Opera, Mrs. Sidney T. Keel, 660 Elder Lane, Winnetka .....HI 6-0056

Mrs. Robert B. Jarchow, 334 Chestnut Street, Winnetka 446-0048

Educational Lecture Series, Mrs. Robert B. Mayer, 915 Sheridan Road, Winnetka....HI 6-8014

Faculty Teas and Refreshments, Mrs. Thomas Stibolt, 6 Longmeadow Road, Winnetka....HI 6-0373

House, Mrs. Mila C. Watkins, Thornapple Lane, Northbrook .....CR 2-2358

Library, Upper School, Mrs. John J. Moreschi, 82 Locust Road, Winnetka....HI 6-2505

Library, Middle School, Mrs. Thomas B. Blair, 286 Ridge Avenue, Winnetka HI 6-5656

Library, Lower School, Mrs. Stephen S. Ober, 1004 Westmoor Road, Winnetka....HI 6-6135

Mrs. Thomas Geraghty, Jr., 344 Palos Road, Glencoe .....VE 5-2051

Library, Arts Center, Mrs. David G. Watrous, 302 Forest Street, Winnetka ..HI 6-2683

Middle School Office, Mrs. John P. Ayer, 910 Willow Road, Winnetka .....HI 6-5121

Lunch, Mrs. Robert B. Jarchow, 334 Chestnut Street, Winnetka 446-0048

Mrs. Michael A. Donohue, 625 Washington Avenue, Glencoe .....VE 5-1725

Notes, Mrs. Thomas Boal, 834 Boal Parkway, Winnetka .....HI 6-0687

Office, Mrs. Raymond Durham, Jr., 9 Country Lane, Northfield .....HI 6-3925

Publicity, Mrs. Paul C. Harper, Jr., 698 Blackthorn Road, Winnetka .....HI 6-6352

Safety Council, Mrs. Blake Flint, 1274 Tower Road, Winnetka .....HI 6-2636

Steering, Chairman, Mrs. Robert C. Dille, 1631 E. Ridgewood Lane, Glenview ....PA 4-2962

Steering, Upper School, Mrs. Thomas A. Sinding, 1218 Cherry Street Winnetka....HI 6-2315

Steering, Middle School, Mrs. Robert M. Johnson, 411 Glendale Avenue, Winnetka....HI 6-7527

Steering, Lower School, Mrs. James R. Schnering, 1926 Elmwood Avenue, Wilmette....AL 6-1848

Guidelines, Mrs. John F. Milliken, 952 Fisher Lane, Winnetka 446-8320

Mrs. Paul C. Harper, Jr., 698 Blackthorn Road, Winnetka .....HI 6-6352

Student Activities, Mrs. Walton H. Kling, 556 Somerset Lane, Northfield ....HI 6-2187

Woman's Board, Mrs. L. Gifford Gardner, 455 Washington Avenue, Glencoe ..VE 5-2364

Annual Report

of the Headmaster

Special Issue

Notes

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXVII November, 1965 No. 2

Annual Report

It is a pleasure to present a report of the school year 1964-65, our forty-sixth year of existence as a country day school. There were 235 boys and 222 girls enrolled, and fifty teachers helped them along the way to greater knowledge, greater understanding, greater compassion, and deeper moral commitments.

* * * * *

At the risk of offering an unbalanced picture of the school, this report will place much emphasis on the teaching of literature. We continue to offer our Kindergarten children a chance to learn to read and we find that a proportion of them, between one-half and two-thirds of the total number enrolled in the grade, will be well started in this highly complicated skill by the end of the year. Some few of them each year will enter the First Grade as independent readers, while there will be others within that class who will begin reading for the first time. From these early starts, through a great variety of experiences, we invite our students to work toward a mature understanding and appreciation of literature, and of course this means toward a knowledge of some of the most subtle relationships between man and man, between man and his environment.

The Fourth Grade made a fairly extensive study of the forms and conventions of Japanese Haiku poetry, read, of course, in translation. Then turned their own hands to writing within the Haiku form:

Grasses rippling
Now breeze stops, Grass now stops
Now breeze goes, Grass goes.

* * * * *

Creeping, crawling fog
Silent and still as the night
Always on the move.

Woven deep in the fabric of the School's philosophy is the conviction that experience in the arts is not a sometime thing for the few but a significant opportunity for growth which should be a part of every student's education. This conviction is expressed in the

requirements set for all students in music and art and drama, and perhaps even more interestingly in additional opportunities which occur now and then. In this year, in spite of the many demands made on students' time, we enjoyed an unusual wealth of dramatic production. Perhaps this simply shows that however scarce a commodity time may become, those who care will find some of it, enough of it to rehearse and produce remarkably creative and finished plays.

The first play of the year was an original piece written by a member of the faculty for freshman boys, entitled *Toes,* a study of the insecurities which lead to conformity and the problems the conformist meets as he seeks to choose his leaders. The play was well written, the actors well rehearsed, and the choice of theme singularly appropriate to Ninth Grade boys. This performance was put on at morning exercise and appeared to inspire others. For Halloween the Eighth Grade girls and Kindergartners produced a play resplendent with witches and elves, good fairies and bad ones. Thanksgiving, too, was celebrated in dramatic form: a group of Seventh Graders gave us a glimpse of colonial efforts to plant the seed of freedom in a new land. At Christmas time the Ninth Grade spun out the Christmas story with apparent ease and obvious dramatic talent. And so through the year we marked the holidays with one play after another.

It is difficult if not impossible to reduce to words the impact of an art form. And it helps only a little bit to be involved here with educational values of drama. When we break down the parts of the whole into language, into relationships between people and characters, into episodes and their symbolism, into costume and setting, into pace and reaction between players and audience, we undertake an analysis which has value for teaching but may in itself have a detrimental effect upon understanding of the whole. We are likely to miss the forest for the trees! Thus, we have special reason to welcome, educationally and emotionally, the synthesis afforded by a full dramatic production.

This last year we reaffirmed our commitment to drama as an educational experience in a degree which is remarkable and perhaps unique. Upper School students, working with English teachers, presented a drama festival which included significant scenes from *Under Milkwood* by Dylan Thomas, *Androcles and the Lion* by Shaw, *Skin of Our Teeth* by Thornton Wilder, *The Lottery* by Shirley Jackson, *Pullman Car Hiawatha* by Thornton Wilder, *Death of a Hired Man,* an adaptation of a poem by Robert Frost, Sophocles' *Antigone,* as recast by Jean Cocteau, the *Pyramus and Thisbe* scene from *A Midsummer Night's Dream, One day in the Life of Ivan Denisovich,* by Solzenitsyn, and *The Bald Soprano,* by Ionesco. Clearly this was a diet rich in variety as well as in depth of dramatic insight.

It would be a mistake to imply that an impressive quantity of material, whatever the field of endeavor, is as important as the quality of the students' experience. The educational impact of dramatic efforts lies primarily in the value to those who played the dramatic roles and depends, of course, on the degree to which the experience of being in a play awakens the student to a clearer understanding of the ways of mankind. The effort of the poet, novelist, or dramatist is to pass on to his audience his own particular insights; the work of the teacher is to lead students to understanding of an author's meaning. That is to say, to lead students to appropriate for themselves the insights of the authors whose works they read. Teaching with this goal in mind becomes a demanding art, an art in which such age old devices as the book report, the character sketch, and the resume of plot must be listed as superficial devices, hardly adequate to the task. The teachers who chose the plays listed above, cast and rehearsed them, did so as an experiment in teaching. Unfortunately, or perhaps inevitably, we have no yardstick for the educational impact of participation in one of these plays. Nor can we measure the value of the presentation to the audience. Nonetheless, it seemed clear to many of us that a depth of

experience, a depth of perception, a quality of learning warranted the time invested, and for a few of the students involved may turn out to be a turning point in intellectual development.

* * * * *

The quest for better ways of teaching must and does continue. This year saw a series of senior seminars, corollary to the English and history courses, which offered somewhat unusual opportunities to the students. Within the scope of their meetings, students went to see Beckett's *End of Game* and a professional production of *Macbeth.* Following each of these excursions, they sat down for an evening with one of the professional actors to discuss with him his understanding of his role in the play and of the techniques of communication on which he depended for his stage presentation. On another occasion, these boys and girls were privileged to spend an evening with a visiting expert discussing Socrates' *Apology.* Other evenings, devoted to a continuing study of Dostoyevsky's *The Grand Inquisitor,* raised relevant questions concerning freedom and determinism and the nature of man.

In a closely analogous effort, a series of seven symposia spread over several weeks of the spring term attracted a substantial number of students and teachers. At each of these meetings one of seven authors: Steinbeck, Golding, Baldwin, Hemingway, D. H. Lawrence, Thomas Mann, and Albert Camus was presented by two or more seniors who had studied his writings in sufficient depth to develop and defend a critical perspective on him. The participating students had previously prepared long papers, which provided the basis for the oral presentations in the symposia. The initial presentation was discussed and questioned by members of the faculty and by students who came to the meetings. Here again we find evidence of an exciting, excited, and devoted faculty.

One of these, Katherine Cretcher, reached the age of retirement. Needless to say, we will miss her literary influence in the Lower

School generally and in the Fourth grade in particular.

* * * * *

The boys maintained the impressive athletic record of previous varsity teams, winning the White Division Championships in football, basketball, and baseball. In baseball, the School fielded its first undefeated team since 1951. The tennis team tied for the championship in the White Division, and, like the golf team, finished second in the Private School League Tournament.

The girls' record was equally strong. In field hockey, both the varsity and junior varsity teams were undefeated in their eight game schedules. The basketball team won five games and lost one, and the tennis team was undefeated.

* * * * *

In an era of increasing competition, the Class of 1965 has earned admission to a representative group of colleges and universities. Boys are attending: Amherst, Beloit, Columbia University, Dartmouth, University of Illinois, Indiana Central College, Kellogg Community College, Lakeland College, Leheigh, University of Michigan, New England College (2), North Park College, Occidental, Rockford College, Rollins, Sewanee, Syracuse, Trinity University, Wesleyan University, Western Michigan, University of Wisconsin and Yale. Girls are attending: American School, Switzerland, Beloit, Briarcliff (2), Centenary College for Women, Colby Junior College, Colorado College, Connecticut, Goucher, Macalester, MacMurray, New College, Pine Manor (4), Pitzer (2), Rollins, Skidmore (2), Smith (2), Vassar, Western College for Women (2) and Wheaton (Mass.).

* * * * *

The Bonaparte School for Mentally Retarded Children in Bensonville, Illinois needs a school bus and our Sixth grade took up the challenge. Taking advantage of coupons offered with General Mills products, they began a collection within our own School and later, when appearing on a radio program and a T.V. program, they widened their plea to the general public and managed to collect a great

many coupons which have been forwarded to the Bonaparte School. Each of our Sixth graders was involved in this effort to help others, and from it we expect more than progress toward the purchase of a bus. We expect the development of a sense of responsibility in the children who did the work. The growth of responsible attitudes in youngsters probably comes most readily from the attitudes which control behavior in their own homes. But it is the job of the School to strengthen and extend the scope of these attitudes. We expect to do this first by inviting students to play a responsible part in the school community. I sometimes think, when I meet a Lower School youngster on a walk delivering the attendance record to the mothers in the Upper School office, that we are most influential when we enlist children's help in fairly mundane affairs.

However, children must be taught that the scope of their responsibilities is almost unlimited, reaching in a modern world into other continents. The beginnings of this teaching lie near home, of course, and so the faculty organized its annual Christmas Toy Shop efforts to provide toys and scrapbooks for children in the Cook County Hospital, magazines for mental hospitals, children's books for Mississippians, and manpower for the Hadley School for the Blind. Then groups of Upper School students made visits to patients at the Downey State Hospital and the Chicago State Mental Hospital in an effort to bring a little cheer and happiness to the patients there.

Midway through the year, a group of seniors, disgusted with what they considered the apathy of their schoolmates towards responsibilities of self government, engineered a coup d'etat which abolished the Student Council in the Upper School. This led to a series of discussions about self government in theory and in practice, which in turn fostered at least three new plans for the structure of student government. Eventually, as the benevolent dictator (Headmaster) became less benevolent and more dictatorial, the reestablishment of government under the leadership of

the juniors was achieved. It should be noted that the junior leadership was strongly backed by some of the senior revolutionaries who had become more tolerant of those who seemed less interested in self government and wanted to leave behind them a legacy of a tradition in support of responsible participation in the affairs of the school community.

Perhaps the heart of the matter may be found in the statement of a young lady endowed with a lovely singing voice who, back stage for the first time when the curtain was pulled, remarked, "I never, in all the performances I have been in, appreciated all the work others did."

Material Matters

We moved into the new Arts Center before the job was fully completed and as soon as workmen were out of the way. But this did not diminish the sheer joy of:

(1) an addition to the stage wings
(2) a drama classroom
(3) a new costume room
(4) a stage properties room
(5) a small music room
(6) a large music room
(7) three music practice rooms
(8) three faculty offices
(9) an immense art room
(10) a slide projection room
(11) a dark room for photography
(12) a two story hanging gallery
(13 a big open room which will be used for Lower and Middle School games and dance for Upper School girls
(14) a wood working shop
(15) an engineering drawing room
(16) a printing shop
(17) a much improved lunch room, serving area, and kitchen
(18) an entirely new heating plant
(19) a garage with space for maintenance supplies
(20) a locker room for the maintenance staff
(21) a thoroughly modern and attractive locker room for girls.

No itemized list of space for the new Arts Center and adjacent improvements can do justice to the charm and usefulness of this new building. So I shall not attempt a verbal description of the charm but invite an inspection of the gallery, the work rooms, and the sunken terrace on which both Art Center and lunch room open. The spaciousness quite evidently invites student interest in the arts, both for those who are ready to try a hand for the first time and from those whose appetites are still akindling from watching others. Beyond this, one also notes an interaction between and among the arts which strengthens all of them.

For some years we have been patching and holding together with hope and good will a stage light board which suffers from tired old dimmers and an ability to handle a voltage somewhat below that required for a well lit performance. Towards the end of the school year the Woman's Board voted to finance a new light control panel which will carry twice the voltage of the old equipment and thus will allow greater flexibility. This very much appreciated donation comes at a most appropriate time — the time when the School finally moves into its superb new quarters for the arts.

It is impossible to specify all the gifts that came to the School this last year, but many of the school families will be glad to know that the Michael A. Post Memorial Fund income was used to purchase a number of books of and about poetry and that an Oxford English Dictionary was given to the School as a part of this memorial. The greatest gift of all, of course, is the time which parents and friends of the School invest in its work and play. Beyond the spiritual nourishment which we derive from this continuing effort, however, is a vast service which exploits in the School's interest a myriad of talents. For example, the Woman's Board displays a spectacular power of organization, managing within one year a Skate and Ski Exchange, The Carroll Reed Sale, and The Auction in the Round. It is good to be able to report that their talents and work have produced substantial earnings —

more than $11,500.00. There are some twenty-five different standing committees of the Parents Association which attest to the magnitude of parent effort to assist the School in its day-to-day operations. They make things, organize things, print things, take care of and improve on things, and the sum of their effort is far more than a listing of their accomplishments describes. To each of their youngsters in some way in some degree, these parents are saying, we are willing to do more than pay the bills.

Alumni

The Alumni of a School constitute one of the pillars on which the institution must stand, and their support in this last year has been most heartening. It is they who understand the School's policies from their own experiences, and they who, most easily, recognize the importance to the School of a lively relationship with the significant issues of our times. In this past year, vitality meant almost inevitably some involvement with the Civil Rights movement, some involvement with the National election, some involvement with policies of the government in both domestic and foreign affairs. It is impossible to withdraw from such issues and remain a vital institution; it is equally impossible to take a position regarding any one of them which will be acceptable to everybody.

Alumni support was not solely for such important matters. A party after the homecoming game in October, a luncheon at Christmas, a Spring party, and a thoroughly good bulletin, which mixes personal news with provocative articles, attest to the strength of the Association. The Alumni set about a more ambitious Fund Drive than they sometimes have staged, and the results of it were encouraging as a step toward still higher goals.

In submitting this report of our forty-sixth year, I wish to acknowledge a debt to our supporters, far and near, whose assistance means so much to the continuing strength of the School.

NATHANIEL S. FRENCH

THE NORTH SHORE COUNTRY DAY SCHOOL

Vol. XXVII November, 1965 No. 2

Financial Statement

BALANCE SHEET — Year ended June 30, 1965

Assets:

Current Assets		
Cash	$ 7,263	
Receivables	14,833	
Inventories	2,448	
Total		$ 24,544
Other Assets		
Construction in progress	$ 444,850	
Pledges receivable (see contra)	68,014	
Notes receivable	708	
Pre-paid expenses	6,259	
Credit deposit	425	
Total		$ 520,256
Property Accounts at Appraised Values		
Land	$ 375,500	
Buildings	1,912,382	
Total		$2,287,882
TOTAL ASSETS		$2,832,682

Liabilities:

Current Liabilities		
Bank Loan	$ 166,380	
Notes payable to The North Shore Country Day School Foundation — current portion	8,800	
Accounts payable	23,889	
Students Deposits retained	2,631	
Tax and insurance withholdings	7,808	
Accrued salaries	12,604	
Accrued interest payable	1,692	
Total		$ 223,804
Other Liabilities		
Notes payable to The North Shore Country Day School Foundation — less current portion	$ 50,400	
Repayments due Faculty Housing fund	708	
Contributions due Fund for Teaching Excellence	5,604	
Prepaid tuitions and fees	50,725	
Deferred pledge income (see contra)	68,014	
Total		$ 175,451
Fund Balances		
Capital surplus	$2,287,882	
Earned surplus	145,545	
Total		$2,433,427
TOTAL LIABILITIES		$2,832,682

SUMMARY OF INCOME AND EXPENSE —
Year ended June 30, 1965

INCOME:		
Educational Income		
Total Gross Tuitions	$ 464,102	
Less: Scholarships	(42,078)	
Student Fees	8,480	
Total		$ 430,504
Auxiliary Services (net)		
Restaurant — including employee lunches	$ (1,392)	
School Stores	5,465	
Summer Day Camp and Summer School	7,875	
Reading and Testing Program	1,722	
Transportation Service — including field trips	1,065	
Total		$ 14,735
Other Income		
Music Center	$ 2,500	
Miscellaneous	2,842	
Total		$ 5,342
Restricted Gifts		
Restricted Gift Fund	$ 5,835	
Scholarship Fund	1,274	
Total		$ 7,109
TOTAL INCOME		$ 457,690
EXPENSE:		
Salaries, Wages and Benefits		
Salaries and Wages	$ 355,335	
Employee Insurance and Benefits	25,254	
Total		$ 380,589
Administrative Expense		
Headmaster's Expense	$ 2,113	
Office Expense	5,261	
Telephone	4,091	
Travel	2,169	
Membership Fees	1,076	
Professional Fees	3,000	
Public and Alumni Relations	3,917	
Miscellaneous Expense	71	
Total		$ 21,698
Educational Expense		
Supplies and Equipment	$ 7,990	
Athletic Program	7,950	
Total		$ 15,940
Fixed Expense		
Property and Liability Insurance	$ 4,405	
Taxes	416	
Interest on Notes	3,088	
Total		$ 7,909
Buildings and Grounds Expense		
Repairs	$ 1,045	
Improvements	8,600	
Supplies and Equipment	4,373	
Total		$ 14,018
Operating Expense		
Fuel	$ 12,617	
Power, Water and Refuse	12,298	
Total		$ 24,915
TOTAL EXPENSE		$ 465,069

SUMMARY OF INCOME AND EXPENSE —

Year ended June 30, 1965

Total Income	$ 457,690
Total Expense	465,069
Excess of Expense over Income	$ 7,379
Scheduled Debt Retirement	9,244
Deficit for 1964-1965	$ 16,623
Parents Annual Giving Fund 1964-1965	38,875
Excess of Income and Gifts over Expense	$ 22,252

The statements above are taken from the annual accountants' report to the School prepared by Glenn Ingram and Company, certified public accountants. This report contains, among other things, a balance sheet of the School as of June 30, 1965, and related statements of income, expense and fund balances. A copy of the audited financial statements of the School is available at the business office.

Comparative financial statements indicate an increase in working capital during the year of $16,600. In large part, however, this merely reflects changes in the accumulation of building costs.

The School operated at a deficit of $16,623 during the past fiscal year which compares with a deficit of $35,652 in the prior fiscal year. The deficit in fiscal 1965 was offset by $38,875 donated by the parents in the Annual Giving Fund Campaign. The improvement in fiscal 1965 over fiscal 1964 is due primarily to the increase in tuition income resulting from an increased enrollment and from an increase in tuition rates.

The statements set forth above show the importance of the Parents Annual Giving Fund campaign. The projected operating deficit for the current fiscal year is approximately $68,000 or about $46,000 higher than the deficit shown for 1964-65. This increase is due largely to the annual payments on the $250,000 bank mortgage loan made in connection with the construction of the Center for the Creative Arts, as well as to increases in salary and maintenance budgets. If the School is to remain financially healthy, it is essential that the current fund-raising campaigns be a success.

Donald S. Perkins

President, Board of Directors

The North Shore Country Day School Winnetka

notes

December — January, 1965-1966, Vol. XXVII, No. 3

HOME WORK — METHOD AND PURPOSE

UPPER SCHOOL — *Richard A. Lacy*

Once the inevitable mysteries to face were death and taxes; no longer. Today's high school student must also face homework. Since Mitford has enlightened us about the American way of death and LBJ keeps us fully posted on taxes, only homework remains a mystery.

Like all traditions, homework is the object of both veneration and suspicion. Since homework has always existed, we tend to accept it, yet because it's a sacred cow, we question it.

Why, then, homework?

Teachers assign homework to provide opportunites for the student to practice applying the principles learned in class, to discover for himself and by himself principles underlying the subject, and to pursue independent projects in depth.

If the student is to understand thoroughly a principle introduced in class, he must practice applying it at home, in quiet, until he has mastered the concept. In history and English, notetaking and outlining help a student to organize his ideas and perceive order in the discussions; thorough notes often provide confidence for the student who is unsure of his generalizations. Library research enables a student to explore various positions on an issue further than in the text or in class. In studying historical texts and documents, the student repeats techniques of study demonstrated in class. In mathematics, the most valuable learning usually occurs when the student is alone, solving problems independently.

Sometimes the student is asked not to practice applying principles, but to discover them. Outlining and writing short paragraphs in history or English, for example, can help a student to bring into focus many disjointed ideas raised during discussion. In mathematics or the sciences, he is often asked to work out problems that require that he synthesize various concepts learned in class. Finally, when a student is asked to develop a way of using the material other than the way in which it was focused by the sources through which it was acquired, he must use his imagination.

Often most fruitful is the third reason for homework—the opportunity to pursue a subject independently in depth. Presenting convincingly in an essay an intelligent and supported position on a controversy raised in class, for instance, requires that a student organize his ideas carefully and approach his topic critically, often imaginatively. Several courses in the high school require term projects in which the individual explores at length several avenues of thought before reaching a conclusion.

Standards of evaluating homework vary among teachers. Some contend, in fact, that most homework shouldn't be scored at all, for marks should never become a device to make students do homework. All agree, however, that careful, encouraging correction of homework contributes to a student's progress.

The purpose of homework, then, is to help the child to develop his critical and imaginative faculties; the value of homework is evident in the quality of the child's participation in class—or eventually, in life.

MIDDLE SCHOOL — *Beverly Arment*

When one speaks of lessons to be studied or prepared outside of the classroom, he is probably referring to "homework." This is a common definition and one which is upheld by the Middle School faculty. Such lessons may serve many purposes and may assume infinite guises.

Regardless of its outward attire, homework of a positive nature broadens or strengthens a child's education by fostering independent study, by encouraging recreational reading, by providing remedial work, and by motivating home projects. By citing illustrations in each of these areas, perhaps the Middle School's philosophy of work which is undertaken at home can be further clarified.

To begin with, assignments which foster independent study are usually extensions of classroom work. Such lessons may be given to reinforce ideas or develop concepts which have been introduced in the classroom. For instance, a social studies class might be investigating propaganda devices. Having discussed the general principles involved, an assignment to specifically develop the concepts might be given: find newspaper articles which illustrate the use of propaganda devices. An arithmetic class studying large numbers might be given an assignment of a reinforcing nature: find examples of such numbers in magazines. This homework motivates interest by creating an awareness and thereby indicating the practicality of learning numbers which are significant in everyday living. Drill, which is sometimes necessary for learning, is also more effective when a child has helped to gather his own material. One other value of independent study may be realized when a child learns to assume responsibility and to budget time wisely. Supplementary reading assignments prepared over several weeks, in addition to literature being studied in class, can help nurture these traits.

Ideally, these outside reading assignments will help generate an interest in reading as a means of reaction. Many students who are not avid readers upon entering the Middle School find books more enjoyable and stimulating after having studied types of literature and having been introduced to certain authors. Such reading for fun becomes an integral part of the homework picture because it relates to a child's growth in vocabulary, speed of reading, acquisition of general knowledge, and realization of human experience.

In addition to providing independent study and recreational reading, homework may be assigned for remedial purposes. This often occurs after long absences or when a child, upon entering the school, has not been exposed to a body of material which his classmates have previously studied.

The Middle School also recognizes home projects as an element of homework. Such projects are usually motivated by class work or private instruction and normally are not completed for class credit. For instance, a child who has shown a strong interest in a human nutrition unit in science class might be encouraged to conduct similar experiments at home with white rats. In an art class the instructor might suggest to a child who has exhibited a facility for handling clay to work outside of class with other sculpture media such as wood or plaster. Not to be overlooked in this discussion is music. Many children receive private instruction; consequently, they must spend a portion of time practicing at home. Though this is not directly related to class work, it is supplementary to the study of music. Performance in morning exercises is often a direct utilization of such training and of value in furthering a child's artistic growth and self-confidence.

It is hoped that the many examples cited in this discussion have not only clarified the Middle School's purposes and approaches to homework, but that these illustrations have also served to broaden the reader's understanding of some of the faculty's educational values and means of providing for the individual differences among children.

LOWER SCHOOL — *Kathleen M. Collingbourne*

Homework! Ugh!

Judging by what one reads, this is the reaction which most people expect children to have on homework. In addition, there is a very strong feeling that most of the child population avoids doing homework on the hopeful basis that the school may burn down, or teacher fall sick before tomorrow. My experience has been quite contrary to popular view. Most fifth graders treat homework as a not-unwelcome sign of growing up. Ninety-nine percent of them perform it faithfully, remind me to set it, and are handing it in before I am ready to ask for it. They are frequently more enthusiastic about doing it, and more prompt to perform than I am to grade it. I had one fifth grader recently who, on being questioned as to why the class gave a substitute a bad time, replied, "She didn't even bother to give us any homework!" I became aware that somehow this indicated to them a lack of true concern and involvement with their progress.

Far be it from me to suggest that some of the frosting does not wear off the gingerbread in the years, or that there are not a few hardened, skillful resisters of homework, armed with the usual battery of well-worn alibis, even in the fifth grade; but for the majority of children it does not present any very great problem, nor, let us hope, for the majority of parents.

In grades below the fifth, homework is not usually given on a regular basis. Great care is taken with young children not to give homework an unpleasant association before they have as yet experienced any real need for it. The home work program is geared to the child's need for extra work, either because he needs to take work home in order to complete the minimum requirements, or because he is eager to go ahead and likes to do more than he is required. The child who appears reluctant to do work at home is not usually pressured into doing so. In fourth grade a few definite homework assignments are given for the whole class. There are not many of these, but it is made clear that they are definitely required.

Fifth grade is in many ways a bridge to the future, and forseeing the requirements of the Middle School, homework is set regularly and very definitely required. The hope is that it will become, during the year, a habit, performed as regularly and unquestionably as, we hope, teeth brushing takes place. The time is fast coming when the child must begin to take more and more responsibility for his own progress. Homework can give him a better opportunity to do this in many ways than can the classroom, where he often has no choice but to work, and does not have to combat the conflicting demands of hobbies, television, and family activities.

The teacher's role seems to me to be that of providing assignments that are meaningful to the child in terms of his needs and interests, and to be concerned with the product, which at this level should be quickly graded and returned. It is also her responsibility to set aside time in the classroom for giving directions and discussing the assignment. Homework given at the last minute simply for the sake of providing homework is not the object, and is often lacking in meaning for the child.

Parents often ask what their role should be where homework is concerned. With very young children, it may only involve being quick to notice a child's interest in something he is studying at school, and planning to give him an opportunity to develop it by visits to libraries, museums, and other places of interest. Later on, when homework is assigned on a regular basis, it is the role of the parent to see that he is given a place and a time to do his homework, and that he is provided with encyclopedias and other materials he may need, either at home or at the public library.

Most parents are so interested and want so much to help their child, but I do not believe it is really helpful to correct his work before he brings it to school, since the teacher must often depend upon the kind of mistakes a child makes, to show her the kind of help she needs to give him. It is helpful to point out that there *are* some mistakes, (if he asks you to do this,) and then to let him find and correct for himself as many as he can.

I am not so foolish as to suppose that homework is approached joyfully by all children. Learning, like all worth-while things, is sometimes painful. To all fifth graders who have accepted the need for this pain, to the enterprising and enthusiastic, the plodding and the faithful, and the conscientious ones, many thanks for the homework you have so faithfully performed over the years.

SCHOOL ORCHESTRA OFFERS INSTRUMENTS

Is your child musically inclined? Music Director Vincent Allison has beginner-sized violins available on loan to parents hoping to bring out talent in their lower-schoolers. Large instruments are available, too, from winds to string bass, in case you'd like to join the school orchestra which meets at 1:20 to 2:00 Wednesdays in the Fine Arts Building. The current membership of about a dozen includes students ranging from 4th grade to seniors, faculty, parents and alumni. Your participation or the donation of additional instruments will be welcome.

EVERETT L. MILLARD

THUMBNAIL BIOGRAPHIES OF NEW FACULTY MEMBERS

Mrs. Paul C. Harper, Jr.

Miss Katherine Welsh is teaching Latin I, II, III and IV in the high school. Almost every time she faces her Latin IV class of one student, the question comes up in the back of her mind as to how she might be able to bring all of her Latin students up to the point where the language really comes to life for them. "How can we who teach the classics to the modern student" she wonders, "make the first two years of rigorous study of vocabulary and construction seem exciting even if only as a stepping stone to a wider view of a culture past, but hardly dead, as well as to a lively body of literature on which so much of our English literature leans?"

Her Latin IV student, supremely happy in what amounts to a tutorial in Virgil, has been coy with any answer she may have to the question, and so Miss Welsh has accepted it as the challenge that will influence the direction of her courses as she gets more deeply into her teaching life at North Shore.

Miss Welsh was graduated last June from Swarthmore College in Swathmore, Pennsylvania. She majored in History and had enough credits in Latin to have called that subject her Minor if Swathmore had a system of Minors, which it does not. She is certified to teach History, Latin, and Government in the Pennsylvania public schools and spent last summer teaching two courses, Latin II and World Cultures, to a group of students hoping to get through high school as a prelude to technical or secretarial training. She found this experience an interesting step between her own stiff intellectual exercises at Swathmore and her present assignment with college preparatory students. "They weren't hard to interest," she says, "their main problem was confidence. By and large, they were a group who had always been at the bottom in school, but in the summer with only one or two courses they had to keep up with, they found themselves doing quite good work. Many of them even seemed to like it. At North Shore, the problem is different. My students are constantly challenging me one way or another, "They have the confidence and the interest, but they also want to know the value of the work they're doing."

Miss Welsh grew up in Swathmore and might have stayed in the East, as have the other five children in her family and most of her college friends. But there was "something about Chicago, something romantic about the whole area" that appealed to her, and when the college placement bureau told her about the opening at North Shore Country Day School, she quickly opened negotiations with Mr. French.

As soon as she has settled in and "maybe bought a car", she looks forward to discovering the Art Institute, the Symphony, the Opera, the Universities and their programs and all the cultural wealth and wonder of this particular urban and suburban area. She is currently living with Mrs. Ballard on Pine Tree Lane.

* * *

In Peg Parsons' first grade room, the maple leaves are beginning to fall off the four foot tree she has drawn on the bulletin board. "It's part of a science project" Mrs. Parsons explained. "Last month we had green leaves, and pretty soon those branches will be bare. You can see the squirrels putting their nuts away for winter (they were outlined sternly in brown crayon) and the birds flying south (square little creatures with miniature pointed wings) and all the things

that happen around a tree at this time of year. The falling leaves make kind of a mess in the room but it's more realistic for the children that way and in science, realism is important."

Mrs. Parsons' class of eighteen first graders is her first full-time teaching assignment. She originally became interested in teaching through her husband who is in the music department at Northwestern. "He's the kind who could teach anything even though his field is music," she says, "And he made the profession sound so fascinating that as soon as I got my second daughter off to school, I started taking courses. I hadn't meant to get into full time work until Patty got to Junior High School, but I had my degree from the National College and had done enough practice and substitute teaching to be sure that this was my field. In short, I was ready and when the opportunity came for this job, I couldn't resist it."

Mrs. Parsons came to Winnetka with her parents, her brother and her identical twin sister, Pat, when she was six years old. The children went through the Winnetka Public School system and Peg and Pat attended the University of Chicago together. However, in the spring of their Senior year, they decided that college wasn't "getting them anywhere" so they quit and Peg went to work to finance Pat's way through secretarial school. With her secretarial degree in hand, Pat in her turn, went to work and supported Peg while she took her training in typing and shorthand. The girls shared an apartment in the building that was then known as Block and Kuhl's.

At just about this time, Arrand Parsons came from North Carolina to study at Winnetka Teacher's College. He was rooming with Nat and Peg French. "I didn't actually meet Arrand through the Frenches, but I can't help feeling that the North Shore Country Day School has had a hand in moulding my life. I spent a lot of time on this campus before this year."

The Parsons live in Winnetka with their two daughters, Maggie, in seventh grade at Skokie and Patty in the fifth grade at Crow Island.

PARENTS ASSOCIATION DUES

The annual Parents Association dues should now be sent to the Treasurer, Mr. Ezra Pugh, 948 Hubbard Place, Winnetka.

This money helps provide the means for many different aspects of the school life. Much of the work of the standing committee is sustained by these dues, for example, Guidelines is printed and mailed, books are bought for the three school libraries and money is allocated for athletic expenses.

The dues are $7 for each family. Checks should be payable to N.S.C.D.S. Parents Association.

EDITOR'S REQUEST

Each of you is a member of the Parents Association. *NOTES* is the publication of the Parents Association. We welcome suggestions from you of topics that would be of particular interest or information. Busy as are the teachers and the headmaster, they are most willing to give time to writing articles. Please call me at 446-0687 or write to *NOTES* at school..

PAULINE K. BOAL

CALENDAR

Our students will present a series of Christmas programs in the final two weeks before vacation. All parents and friends are invited to attend, especially the late afternoon Choral performance on Tuesday, Dcember 14.

Thursday,	Dec. 9 — 10:30 A.M.	Christmas Carols with trumpets
Friday,	Dec. 10 — 10:30 A.M.	Sangerbund Program — Christmas music
Monday,	Dec. 13 — 10:30 A.M.	Christmas Tableaux Scenes of Christmas, presented by the Art Major students with music by the Sangerbund
Tuesday,	Dec. 14 — 10:30 A.M.	Chistmas Music The High School Chorus will sing excerpts from the *Messiah*
	5:15 P.M.	Repeat of morning program for parents. The concert will last about forty minutes.
Wednesday,	Dec. 15 — 10:30 A.M.	Christmas Reading Mr. Perry Dunlap Smith
Thursday,	Dec. 16 — 10:30 A.M.	Santa Claus Party Santa Claus visits us in the Boys' Gym for a party of dancing and games.
Friday,	Dec. 17 — 4:00 P.M.	Christmas Pageant A section in the auditorium will be reserved for Ninth Grade Parents until 3:55 P.M. All boys are requested to wear coats and neckties. High School girls are asked to wear suits, blazers, or wool dresses and stockings.

Middle School students will be excused from school on Friday, December 17, at 12:40, following their lunch period. They should return to school at 3:45, girls wearing dresses, boys wearing coats and neckties.

Lower School students do not have a regular school day on Friday, December 17. Students from 2nd through 5th grades come to their rooms at 3:45 P.M. and will go to the pageant and return from it with their grade teacher. They will be dismissed for vacation from their grade rooms at 5:00 after the pageant.

School opens Monday, January 3, 1966, at 8:25 A.M.

Sunday,	Dec. 19 —	5:00 P.M.	Alumni Supper Arts Center
Tuesday,	Jan. 4 —	10:30 A.M.	Educational Lecture Series *Working in the Peace Corps with a Jungle Tribe* Neal Volkman, Training Supervisor North Side Neighborhood Youth Corps.
Saturday,	Jan. 8 —	8:30 A.M.	College Entrance Examination Boards
Thursday,	Jan. 13 —	10:30 A.M.	Music Center of the North Shore Woodwind Quintet
Tuesday,	Jan. 18 —	10:30 A.M.	Educational Lecture Series *What's Ahead in Space* Peter Reich, Aviation Editor Chicago's American
Monday,	Jan. 24-28 —	Inclusive	Upper School Examination Week
Saturday,	Feb. 5		Upper School Series Dance 8:30-11:30 P.M.

COLLEGE REPRESENTATIVES

Thursday,	Dec. 2	Mr. John Murray Assistant Director of Admissions UNIVERSITY OF DENVER
Thursday,	Dec. 9	Dorothy Koehler LAKELAND COLLEGE
Thursday,	Dec. 9	Mrs. Bruce Bigelow Assistant Dean of Admissions PEMBROKE COLLEGE
Friday,	Dec. 10	Miss Ellen M. McCue Assistant To Dean of Admissions COLBY COLLEGE
Wednesday,	Dec. 15	Josephine B. Benz Assistant Dean of Admissions BARNARD COLLEGE

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

February 1966, Vol. XXVII, No. 4

AN APPROACH TO CONTROVERSIAL ISSUES IN EIGHTH GRADE SOCIAL STUDIES

William Steel

It is interesting to try to think of all the different kinds of things which a person can learn in Eighth Grade Social Studies (facts, definitions, classifications, how to generalize, etc.), but this article is concerned only with the technique of arriving at best answers to controversial issues and developing the ability to present those answers in the most convincing manner.

These activities are the meat of Social Studies in the Eighth Grade. Many facts, definitions, classifications are learned too, but basically, the success of the course in my mind rides on the ability of students when they leave the Eighth Grade to think through to intelligent decisions on controversial issues.

In order to show in depth the kind of thing which goes on in the course, I shall present a likely issue and carry it through the kind of treatment it might receive.

Let us say that a student is asked to write a paper on whether or not there should be compulsory after-school sports. His reaction might be, "Sure there should; I love sports." No imagination here – just a reaction, but he should see that this reaction is really irrelevant, for the question becomes a problem only for those who would not participate if they didn't have to. He might then use his imagination to think how he would feel if he did not like sports.

At this point his answer might very well be, "I'm against compulsory sports, because a person who doesn't like them would be unhappy about having to go to sports." On a very elementary level he has finally used logic; his reason does indeed support his conclusion.

Whether the student realizes it or not, though, he is making the assumption that the feelings of students at the moment are the best criteria for decision, and another person might have a different standard for judgment. So often people have violent arguments and think that those on the other side are most illogical, when the trouble is merely that they are not playing in the same ballpark. Their standards for judging are different, and each may be perfectly logical after starting from his own premise.

Having recognized his assumption – that students' immediate desires should be the determining factor – he may want to change it. Perhaps he then decides

that the answer should be judged on the basis of what would bring the students the best jobs, or the most health, or the most pleasure in the long run.

Toward the end of the year I face the student with a new question, but one which it is necessary for him to face if he is going to arrive at a really thoughtful answer: "How does one decide among various criteria?" In order to make an intelligent choice he must first decide what man is, what his moral imperatives are, if there are plans for him and what they are. At the Eighth Grade level I don't go beyond helping the student to see that just any "should" statement rests ultimately on the answers to questions like those.

All right, so the student chooses his answer to the basic question and says that the function of every human being is to make the greatest contribution he can to the happiness of others. The problem is still far from solved. There remain matters like what is happiness (we talk about this too), but at least it is now on a solid footing, and the investigation can turn to whether compulsory sports lead to a greater contribution or not.

Suppose our student has decided that compulsory sports are desirable because: they contribute to a person's health and a healthy person is more likely to make others happy; the same is true for a well-rounded person; a student will make a better parent if he is reasonably competent in and knowledgeable about sports.

All too many people, having arrived at this point, feel satisfied that they have proved their case. But what of the other side? Even though the case has been presented with perfectly logical reasons, the other side may have more and/or better ones. No one's case is strong unless he has honestly presented the other side's reasons and dealt with them.

An Eighth Grader is prone here to set up a straw man and say something like, "The other side is against compulsory sports because they require the use of gym shoes in the winter term." Some use straw men because it is less work to knock them down, but sometimes students are so wrapped up in the correctness of their own positions that they have a hard time seeing anything worthwhile in the other side.

This weakness has caused me in recent years to acquaint the class with the idea of empathy and to promote its use in and out of class. If a student can bring himself to use empathy, he is able to present as good a case as is possible for the other side.

Here comes the hardest part. A person who is honestly thinking and not just bolstering his own bias will honestly appraise the case of those with another answer and change if he deems it stronger. If, however, he concludes that his original answer is better, he has the problems of how to deal with the other side's reasons in the paper he is writing.

There are three ways to deal with opposing reasons. First, one can show that they contain inaccuracies. In the case we are using as an example, one

might show that the opponents' contention that people who are forced to do something they do not wish to do become neurotic is simply not true. In doing this he is urged to use real evidence instead of mere counter-assertion.

But maybe the reason to be blasted is valid, such as, "Students who are doing what they want to do instead of what they are being required to do are generally in a better frame of mind." Then our student, to clinch his case, must either show that the reason, though valid, is not so important as his reasons, or do something which sometimes can be done – turn the reason to advantage for his side.

These two processes applied to our example might run something like this. "It is true that they would be in a better frame of mind and therefore would be more likely at the time to contribute to the happiness of others, but those short times during the school days are insignificant compared to the length of time a person can be contributing to others' happiness as a healthy, well-rounded, and knowledgeable parent. Futhermore, the ability to do with cheerfulness the many things in life one has to do makes enormous contributions to others' happiness, and going to compulsory sports when one doesn't want to, provides a good opportunity to develop that ability."

The tendency of Eighth Graders (and not limited to them) is to try to answer the other side's reasons by repeating their own. In oral arguments this is done with increased vehemence. In class discussions, as well as on papers, it is a continuing battle to get the students to understand what others are saying and then either meet it, be convinced by it, or suspend judgment.

There are people who think that the essence of Eighth Grade Social Studies is chattering about issues in class and putting ignorance down on paper. Perhaps this article will reassure them that something deeper is going on.

FACULTY BIOGRAPHIES

Mrs. Paul C. Harper, Jr.

In French V there are fourteen students tackling the intricacies of such classics as "Phaedre", Antigone", and "Candide" while in the seventh and eighth grade the beginners toil with vocabulary and grammar, the basic net work of the language. In charge of them all is Mrs. Joannis Scarpa (Elvira) who came to this country from Switzerland in April of last year with her husband, a bio-chemist working on a Research fellowship at Northwestern University.

Mrs. Scarpa herself grew up in the German part of Switzerland but claims that although she is at least tri-lingual (besides English, German and French she also speaks some Spanish, some Italian and Greek), she could never teach German because she hasn't studied it in the same scientific way as she has studied French and English.

Her training in French was at the Ecole Superieure de Commerce Gambach Fribourg where she was graduated with the degree known in Switzerland as "Le Baccalaureat". Shortly after her graduation, she went to England where she

earned a "Proficiency Diploma" in English at the Bell School in Cambridge. She had originally thought of a career as an interpreter, but once back in Switzerland she went to work instead in an advertising association, and shortly after that, she met her future husband then working for his doctorate at Zurich University.

Mrs. Scarpa likes America. "The people here are really friendly; you feel accepted at once," she says. And she likes American students. "They are so free. They speak out. In Switzerland you are not supposed to speak out and you are afraid all of your life to stand up in front of people."

Although this is her first teaching job, Mrs. Scarpa is finding her classes tractable and interesting. She notes, for example, that although the boys in the eighth grade like to pretend, in the public forum of the class room, that they don't know anything and can learn less, they do very well on their homework and written tests, keeping pace with the girls who do better in the class room.

With her European background and her excellent training combined with her natural insight and charm, Mrs. Scarpa seems to have made a firm place for herself among her students at both ends of the spectrum.

* * * * *

When Mrs. Gary Johnson (Marsha) came from California to the Chicago area with her husband, she signed up for what she hoped would be two or three years of teaching kindergartners at NSCDS. However, she now finds that she will be having a future kindergartner of her own in May and she will be turning over her present responsibilities to her assistant, Mrs. Jeb Embree (Diane) in the middle of April.

Mrs. Embree was graduated from Dobbs Ferry and Bennett Junior College where she majored in Child Study. Immediately after graduation, she spent two years teaching at the Riverside School in New York City. "This was a school for children of professional parents like Eydie Gorme and Merv Griffin to name two. Or for children whose parents were both involved in something like medicine or law – some demanding profession. We had some problems as you can imagine – and awfully bright children."

Mrs. Embree was in charge of her group of four year olds from nine in the morning until four in the afternoon. "It was exhausting," she says, "but fun – and terrific experience. Four year olds can't really be trusted to do anything by themselves. Since they are usually new to group experience, they have to be supervised in all their activities. Of course, they were supposed to have a two hour rest period, but some did and some didn't and my assistant and I never got any rest. Five year olds are a dream, comparatively. They know all the mechanics of going to school and are ready to begin with the serious business of academic work."

There are twenty-four senior kindergartners in Mrs. Embree's class. "An awfully good group; we've already started them on phonics and cuisiniere rods."

Mrs. Embree grew up in Roslyn, L.I. and met her husband, who comes from

Madison, Connecticut, through an older brother when they were both at Hobart College. Mr. and Mrs. Embree were married in April 1965. Mr. Embree is working for Chubb and Son Insurance Company in Chicago, but his serious avocation is sailing and this summer he will sail across the Atlantic on a 53 foot boat. "He did it before two years ago," Mrs. Embree says, "But of course I wasn't involved with him then. I don't know how I'll feel about this trip."

Meanwhile, although lake sailing is not like the ocean, the Embrees are enjoying life in the Middle West, finding life in Evanston cheaper and in many ways more fun than life in New York City.

NO EXIT

"No Exit," a one-act play by existentialist Jean-Paul Sartre, will be offered as the faculty play in a single performance at 8:30 p.m. Friday, February 4, in the School auditorium.

The local talent that will furnish the lead roles includes Mrs. Lionel Waisman and Frank Wallace and Mrs. John Almquist, wife of the high school art director. Also in the cast will be Tom Keener, who has played with the University of Chicago's Court Theater and the Milwaukee Theater Company.

Director of the production is W. E. Sanders, who has acted with the Hull House Players, the Court Theater, and, recently, portrayed the title role in the Theater First's offering of "Macbeth."

Admission is free. The public is invited to attend.

HELP — HIGH SCHOOL MOTHERS

The Opera Costume Committee begins working on February 8 and subsequent Tuesdays and Thursdays. The Pirates of Penzance is to be presented on March 17, 18 and 19. Any mothers who can help sew, pin, press, paint or any of innumerable jobs are urgently needed. Please call, or just come to the old costume room in the Auditorium. We will be working anytime between 10:00 A.M. and 4:00 P.M. and will welcome your help and refresh you with coffee.

Mrs. Sidney Keel HI 6-0056
Mrs. Robert Jarchow HI 6-0048

COLLEGE REPRESENTATIVES

February 3 CALIFORNIA WESTERN UNIVERSITY
James B. Way, Associate Dean of Admissions

February 4 WILLIAM WOODS COLLEGE
Carolyn Davis

February 10 ILLINOIS INSTITUTE OF TECHNOLOGY
David A. Dudley, Director of Admissions

February 23 SIMPSON COLLEGE
Leonard Wood, Representative

CALENDAR

Wednesday, February 16 — Washington's Birthday Holiday

On Wednesday, February 16:

UPPER SCHOOL will be dismissed at 12:30 P.M. No lunch will be served except to those who may be going on a School-sponsored ski trip.

MIDDLE SCHOOL will be dismissed after lunch at 12:30 P.M.

LOWER SCHOOL will be dismissed at 11:30 A.M. No lunch will be served.

SCHOOL BUS SERVICE will be arranged for those students who are normally transported to their homes at the close of regular school days.

SCHOOL re-opens Monday, February 21st at 8:25 A.M.

Monday, February 21	Music Center of the North Shore ..... 11:10 A.M. Fine Arts Quartet
Friday, February 25	Educational Lecture Series ..... 10:30 A.M. *Affects of Light on the Growth of Plants and Animals* John Ott, Time Lapse Photographer, Author, Inventor
Friday, February 25	Private School League Basketball Tournament at N.S.C.D.S.
Saturday, February 26	11th Grade National Merit Scholarship Qualifying Test ..... 9:00 A.M.
Tuesday, March 1	Music Center of the North Shore Concert 11:10 A.M.
Tuesday, March 8	Educational Lecture Series ..... 10:30 A.M. *Mountain Climbing in the Alps and Africa* Mrs. Donald Simpson, Mountaineer

The North Shore Country Day School Winnetka

notes

March-April 1966, Vol. XXVII, No. 5

NATIVE'S RETURN

Tom Dammann, '31

The return to NSCDS as a parent has been a sentimental journey, though it began with indecision and trepidation.

Late in the spring of 1964 while recuperating from covering the wars in Cyprus, Yemen and Vietnam we faced the need to give up our post in Geneva and go home to Winnetka. We wrote Nat French asking him to reserve a place for our daughter (our youngest) Harle Adair, adding the very unfair proviso that our decision could not be definite until late summer. In Nat's absence, Ginny Dean replied with an okay which suggested another Dammann would be welcome – an important factor in our ultimate decision.

Harle Adair had been travelling with us continually for five years. Her longest tenure in any school had been at the International School in Geneva – which she had grown fond of to a degree – and we felt the time had arrived for her to experience genuine American schooling and feel the comfort of roots.

We made our final decision on a sweltering August day in Athens as we were preparing for the last lap of a camping trip that was to take us through Bulgaria, Romania, back to Europe. I broke the news to Harle Adair as she and I sat in our VW bus reading the Paris editions of the *New York Times* and *New York Herald Tribune* waiting for her mother who was negotiating in an open air market for tomatoes, onions and peaches. The junior Harle's reactions were surprisingly calm until we began driving out of Athens. Then realization of the momentous change ahead struck, the dam burst and the desolation of the next few hours made me want to recall my cable to Nat.

To console and divert her I tried to tell Harle Adair about her new school. I explained that my sister Nancy, and my two brothers Franny and Pete, had all gone through North Shore Country Day School from start to finish and that my class of 1931 was the first class to have done so. I added that almost all of her Winnetka cousins had about the same intimate association with the school. The thought that she might find a least one cousin of her own generation there proved comforting.

But, although I was active in the resuscitation of the Alumni Association in the mid-thirties, I had been almost totally out of touch with the school since 1938 when Harle, Sr. and I embarked on our foreign correspondent career. I vividly remembered such great people as Dave Corcoran, Spike Millett, Doc

Anderson and Eddie Lund. I told Harle Adair about Morning Ex (where I believe I learned whatever abilities I have for immodesty in public) the opera, vaudeville, student government and the print shop. I reminded her that she had met Perry Smith and Nat French several times as we passed through Winnetka and that, based on what we loved about these two, I was confident that she would find NSCDS an intellectually stimulating place, acutely attuned to and frequently involved in the social and political developments of the times.

It was the best build-up I could think of, but under Harle Adair's questioning my qualms compounded. After all, my answers sprang from hazy memories of the olden days, from faith rather than recent fact.

Our niece Polly, (daughter of Franny) who had spent a year with us in Geneva and was now camping with us did her best to allay Harle Adair's fears by describing the life and routine at her Charlottesville, Virginia high school. Nevertheless it was with cramping misgivings that I put my two Harles on a Pan Am jet in Paris and headed back for Eastern Europe to complete our assignments. And when I landed at O'Hare field a month later my heart really sank, for it was then that I learned that my wife had had to make an emergency trip to California leaving our child in this wasteland.

Fear melted when I met my daughter at home an hour later, for she was the most radiantly happy person I had seen in many a long year. She had fallen head over heels in love with school and it didn't take me long to discover that the feeling was requited.

"I love it," was her instant reply to my questions. "It isn't like a Swiss school where you're a member of a class that the teacher is required to teach so that he can be paid. Here the teachers are part of our group and they are interested in us as people. They want us to understand because they are INTERESTED and *excited* about what they are teaching. They are more interested in education and involvement, not just discipline, like they are in Europe. They want us to be interested and because of their enthusiasm you *want* to work."

Those initial reactions have been reiterated often during the past year and a half and we gratefully subscribe to them. Here the teachers and students are our friends which is a state of life hard to achieve in Switzerland. Here there is a sense of community and individuality and the need of fitting one to the other and vice versa, and this it seems to me is one of the most important aspects of good education.

Not the least of my pleasures about having a child at North Shore Country Day School is the fact that my wife, an insular Californian, shares in my enthusiasm to the extent of getting involved (too much so) and now counts among her devoted friends Perry and Marian, Nat and Peg.

Oh, well, What the Hell! I warned Pauline Boal that this would be a sentimental and personal piece. The fact is, though, that if we have any control of the situation, our youngest child will graduate from NSCDS and we can only regret that the older two did not have the opportunity.

HOUSE AND GARDEN TOUR

"Earlybird" tickets for the School's House and Garden Tour, sponsored by the Woman's Board, are now available and may be obtained by calling the School.

The Tour will be held from 11 a.m. to 4 p.m. (rain or shine) on both Friday and Saturday, May 20 and 21.

The homes are those of Dr. and Mrs. John S. Schweppe, 30 Indian Hill Road, Winnetka, a traditional American home redesigned for modern living; Mr. and Mrs. John J. Louis, Jr., 1000 Hill Road, Winnetka, a "Winnetka" colonial; Mr. and Mrs. Paul C. Kimball, 999 Hill Road, Winnetka, a French Manor house; Mr. and Mrs. Robert B. Mayer, 915 Sheridan Road, Winnetka, a classic French Provincial residence, and Mr. and Mrs. John L. Strauss, 100 Maple Hill Road, Glencoe, a French Normandy chateau.

In each home, the special interests of the owners are reflected, from the Eero Saarinen furniture at the Schweppes, to the several gardens of the Louis home, to the wood panelling and parquetry work at the Kimballs, to the new art galleries that hold the collection of the Mayers, to the authentic country French furniture and art collection of the Strausses.

Luncheon will be served for those with reservations at the nearby home of Mr. and Mrs. Donald S. Perkins at 969 Hill Road, Winnetka. A House and Garden shop will be open at the Kimball's. The search is on for the unusual and attractive articles for the shop, including patio lanterns, hand decorated baskets, plants and garden statues.

Tickets for the Tour are $4.50 each.

A Sponsor Party is planned for contributors of $25.00 or more. They will receive two complimentary tickets for the Tour and be invited to a cocktail party at Earle Ludgin & Company and a private viewing of Mr. Ludgin's contemporary American art collection, reputed to be one of the finest in the country.

The cocktail party will begin at 5:30 p.m. at the Ludgin Company in the Wrigley Building in Chicago and continue to 7:30 p.m. A dutch treat dinner has been arranged in the Wrigley Building restaurant downstairs, for those who wish to stay in town. Bus service will be provided, leaving the School at 4:30 p.m. and returning at 10:30 p.m. that evening.

Sponsor tickets may also be obtained by calling the school.

Arrangements for the event are under the direction of Mrs. David G. Watrous and Mrs. Robert B. Jarchow, co-chairmen, for the Woman's Board.

ANNUAL GIVING FUND

Thanks to you, the 1965-66 Bell Ringer Annual Giving Fund has gone over the top. Our latest summary of the campaign, which is nearing its end, shows a total of $74,294.46 paid or pledged with 80% of the parents contributing. The original goal was $68,000.

These important funds, as indicated last fall, are essential to this year's operating budget of the School.

You will also be interested in knowing that an additional $46,237.50 has been contributed in special capital gifts, $46,908.50 to the endowment fund, and $12,622.00 for specific purposes. The grand total, which includes gifts of the Alumni Association and the Woman's Board, is $180,062.46.

Adam Breuer for the Parents Association
Donald Perkins for the Board of Directors

CALENDAR

Thursday, March 17	Opera Matinee (The Pirates of Penzance) ...2:15 P.M.
Friday, March 18 Saturday, March 19	Opera Performance .....8:15 P.M.
Wednesday, March 23	Spring Holiday Dismissal Times Upper School 2:00 P.M. Middle School 2:00 P.M. Lower School Grades 1 - 5 1:00 P.M. Senior Kindergarten 11:30 A.M. (except those normally eating lunch at School, who will be excused at 1:00 P.M.) Junior Kindergarten 11:30 A.M. Those on school transportation will be brought home unless Mr. Ostrom is otherwise informed. School Re-opens Wednesday, April 6, 8:25 A.M.
Saturday, April 16	Upper School Dance Series
Wednesday, April 20	Music Center of the North Shore Orchestra..11:10 A.M.
Saturday, April 23	G.A.A. Carnival .....10:00 A.M.-4:00 P.M. Arts Center Gallery
Monday, April 25	Educational Lecture Series .....10:30 AM. *Dance Demonstration* Berea College Dancers
Saturday, May 7	College Entrance Examination Boards .....8:30 A.M.

The North Shore Country Day School LIVE AND SERVE Winnetka

notes

May-June 1966, Vol. XXVII, No. 6

NINTH GRADE ANTHROPOLOGY

by

PAUL BOHANNAN

The new ninth grade course in anthropology started as something of an experiment, but from the first has proceeded as if we had known exactly what we were doing. Anthropology is a broad subject, with tentacles leading into biological science, into the other social sciences, into psychology, and into the humanities. Anthropology can, in fact, be seen as a way of thinking about the world rather than as a specific subject. That way of thinking is based on the idea that if you have several examples of peoples facing the same kind of social and cultural problem, then the range of solutions will make each separate solution seem more vivid, and will develop into a capacity to see ourselves, our country, and all our contemporaries in a more inclusive framework.

The first part of the course this year was devoted to the study of American Indians. We started with a book about a California Indian who wandered out of the remaining wilderness in 1911, when he was about 60 years old. He had never before had any direct dealings with white people, and they in turn had thought his tribe extinct. He lived the last few years of his life in the the University of California Museum, which was then in San Francisco. He learned some English, and made a good adaptation. Out of this man's individual problems of facing the Western world on the basis of his Indian experience, we set a framework of what human life and human culture entails. We examined it more thoroughly with regard to the Kiowa Indians of the Plains, and the Iroquois Indians of the St. Lawrence River Valley and the adjoining areas of New York State. We then went to Africa to examine the Pygmies, and then (because suitable reading material is very scarce) read a book of more general scope about Africa. The first quarter was summed up then by a statement of the principles of social and cultural anthropology.

The second quarter is taken up with the study of human evolution and pre-history. We examined the way in which the human creature and his culture evolved together, and have read about the pre-history of both the Old and the New Worlds. Students have, as a result, a pretty good idea of the ways in which the present range of human cultures developed over the last million years.

In the Spring quarter, coming up, we are going to study comparative civilizations. It seems that the invention of writing, and improvements on it from movable type to present day computers, have created as much of a revolution in human life as did learning to speak. The creation of language freed men from the necessity to copy everything they learned from somebody else, and enabled them to learn in abstract situations. In a similar way, the invention of writing and its derivatives, have made it possible for men to learn from a stored tradition rather than merely within given social relationships. The so-called "information explosion" started with the invention of writing, was given a considerable fillip by the invention of the printing press, and a still greater one by the invention of the computer, and the television. Undoubtedly there will be further refinements that we don't as yet even dream about. The subject matter of the last quarter will be a look at the familial, economic, artistic, governmental and other institutions of the Japan of pre-Meiji times, and of the traditional Chinese culture. If time and reading material allow, we shall add something on the High Cultures of Meso-America.

It seems that with this background, our students will be better equipped to go into European or Western history in their sophomore years, and American history in their junior years in high school. Over a period of the next several years, we hope to be able to develop a unified approach so that the principles of history, anthropology, sociology, economics and political science can all be brought out in the context of pre-history and comparative civilizations, European history, American history, and, of course, the events of our own day.

We are, of course, getting feed-back from the students. But we would seriously like very much any comments or suggestions that parents wish to make about the program as it has been presented this year, or as it should be presented in the next years to come.

FACULTY BIOGRAPHIES

Dr. Paul Bohannan, professor of anthropology at Northwestern University, initiated his course in anthropology with the freshman class at NSCDS last fall. He shares his teaching responsibilities with Mrs. Harold Garbarino, who is a teaching assistant at Northwestern.

Dr. Bohannan, who was first introduced to North Shore when he appeared as a guest in the Educational Lecture Series in 1961, did his undergraduate work at The University of Arizona and received his B. Sc., M.A. and D.Phil. degrees from Oxford in England. He taught for five years at Oxford and three at Princeton before coming to Northwestern.

Dr. Bohannan's wife is associate professor of anthropology at the Circle Campus of the University of Illinois. Their son, Denis, is a fourth grader at NSCDS.

Mrs. Garbarino received a B.A. degree from the University of Colorado and a Master's Degree from Northwestern where she is now studying for her doctorate, in addition to her teaching assignment.

EDUCATIONAL LECTURE SERIES

The Educational Lecture Series Committee is now in the midst of planning the Series for 1966-67. We are tentatively working with the general theme, "How People Live" as we can accommodate it. Some of our ideas include "How People Lived in the Past" with an Egyptologist as a lecturer, "How People Will Live in the Future" with a computer expert as speaker, and "How People Live in the Present Economy" with a guest who works in the Poverty Program.

If you have any ideas that follow the theme or other subjects you believe would be of interest to the students, we would be happy to hear from you.

Mrs. Robert B. Mayer for the
Educational Lecture Series
Committee.

HOUSE AND GARDEN TOUR

REMEMBER....to come to the sponsor party at 5:30 p.m. Friday, May 13 at Earle Ludgin & Co. in the Wrigley Building in Chicago.

REMEMBER....to take the North Shore Country Day School's House and Garden Tour open 11 A.M. to 4 P.M. Friday and Saturday, May 20 and 21.

REMEMBER....to visit the House and Garden Shop at the residence of Mr. and Mrs. John J. Louis, Jr., in Winnetka.

REMEMBER....to have luncheon – served outdoors under a marquee – at the residence of Mr. and Mrs. Donald S. Perkins in Winnetka.

REMEMBER....if you are able to help, call the School.

DON'T FORGET....to make reservations by sending in the order forms you received or by calling the School.

CALENDAR

Tuesday, May 10	GAA Banquet	6:30 P.M.
Friday, May 13	House and Garden Tour – Sponsor Party Earle Ludgin Art Collection	
Friday, May 20	House and Garden Tour	11:00 A.M.-4:00 P.M.
Saturday, May 21	House and Garden Tour	11:00 A.M.-4:00 P.M.
Monday, May 30	Memorial Day Holiday	
Tuesday, May 31 or Wednesday, June 1	May Day In the event of rain on May 31, the following day has been reserved. Details of the program will be forthcoming.	
June 8-14 inclusive		Upper School Examinations

june '66'

The School Bell

LIVE AND SERVE

Vol. XXVII, No. 7

A news letter to parents of the North Shore Country Day School

From Generation to Generation: Nathaniel French Makes an Appeal

Plato wrote about a younger generation which disturbed Athenians with their irresponsible manners and the speed with which they took exception to the demands of their elders. In the 2000 years since then, complaint about the younger generation has become an oft-repeated theme, and in today's garb, it includes long hair and short skirts, smoking, drinking, and LSD. Without denying any of these accusations, the recurring testimony from those who work with today's youth describes them as generous, thoughtful,

moral young men and women who care deeply about social injustices and certainly would warm the hearts of such men as Thomas Jefferson if he could walk the streets again.

Some of the confusion may be created by name calling which labels the young as hot-headed, disrespectful and hedonistic while they, in turn, deplore the prudery and hypocrisy of their elders. Is there at stake, a civil war, a revolution, or are we simply changing the guard at Buckingham Palace?

I find it helpful to contemplate the degree to which normal, healthy revolt on the part of the youth spawns alarm. Much has been written and said about the psychological need of the dependent young to test, and deny, authority in order to achieve eventual independence and the development of healthy personalities. This does not mean that we can shrug our shoulders at these efforts of the young to find for themselves the limits which society puts on their personal freedom. However much we understand, we still have the responsibility for such protections as they need against the appeal of a fast car, the release of inhibitions which comes from the drinking of alcohol and many, many much less dramatic situations. If there were no more to the war between the generations than an expression of the inevitable need for psychological rebellion of youngsters, the story would, indeed, be dull.

There is good reason to suspect more than this, however, and particularly to look in the direction of the values which the two generations hold in common and those on which they differ. There are, of course, studies of these differences from which I have borrowed ideas, but the data I find most impressive is that which comes from our own School family. Without attempting to weight the differences, let me call attention to a few.

First, let me separate the younger from the older generation by an arbitrary statement that is far from wholly true; i.e., young men and women pass into the the older generation when they have the wonder which comes with the birth of the first child. Using this as a workable definition, you will notice that some of our teachers will be considered as members of the younger generation.

About six to eight years ago, I noticed a strong upswing in the quality of young men and women who sought jobs teaching here at The North Shore Country Day School. Not only were they bright and well-schooled, but beyond this, they were alive and vital and importantly successful in their own communities. None of them asked about fringe benefits and retirement plans; they wanted to know about opportunities to teach as a service to mankind. About the same time, I noticed that two-thirds of the current career preferences expressed by Senior boys fell in the area of service occupations; in teaching, in social work, in government, in foreign service. The proportion choosing to put aside the ambition to achieve power and money in favor of service depicts the values of the younger generation. How rarely we hear nowadays an expression of the desire to become President.

To attempt a full delineation of differences between the values held by the generations is beyond my purposes and my understanding. A partial list would include: a) the suspicion that the older generation has more faith in the organized church than does the young; b) the observation that we mistrust the growing role of the Federal government in housing, in education, in civil rights, while youth accepts this as inevitable and perhaps good; c) our willingness to live with the facts of a belligerent world while the young put more faith in tolerance and peace.

The one recurring theme which seems to me most frequently to set apart the two generations is the difference between an absolute and a relativist morality. Most of us in the older generation admit to a substantial degree of relativism to our thinking, but our roots are nonetheless deeply imbedded in absolutes. We are far more ready to defend than to examine the immutable and timeless virtues. Immutability and timelessness coming out of centuries of testing, are not easily questioned. To desert the wisdom of the ages for the "true in some circumstances" view of the relativist is almost a desertion of one's principles.

So threatened, we hear ourselves saying, "every man has his price", and we hear our young talking about hypocrisy in the older generation. Perhaps it would help to solve this dilemma, to decide whether or not the principles are in fact, the voice of wisdom, but I doubt it. More probably we will continue an ambivalence which allows us some dependence upon an authoritarian code of moral principles while we admit to ourselves a degree of relativism. And the younger generation will lean on this code while struggling with their attempts to make a better world of relative morality or even an existentialist world.

It is my fervent hope that we will be wise enough to understand the struggles of the young for what they are – to admit them to the company of men of good will – to earn the right to contradict the charge of hypocrisy. Best of all possible worlds – we will work with them to resolve the apparent conflict between an authoritarian and a relative morality.

Nathaniel S. French

College Entrance News

Colleges Boys Will Attend	Other Colleges at which Boys were Accepted
Amherst	Bates
Claremont	Beloit
Coe	Bowdoin
Dartmouth	C. W. Post (2)
Hamline	Claremont (2)
Hanover	Coe (3)
Harvard	George Washington
Kendall	Hanover
Kenyon	Harvard (2)
Menlo	Menlo
Nasson	Northwestern (2)
Occidental	Occidental (4)
Princeton	University of Denver (3)
Union	Wesleyan (2)
University of Denver	Williams
Utica (2)	
Washington and Lee	
Washington University (3)	
Wesleyan	

24 Senior Boys
2 Undecided

Colleges Girls Will Attend	Other Colleges at which Girls were Accepted
American School in Switzerland	Bennington
Barnard	Bradford Junior College
Bennett	Bennett (2)
Briarcliff	Briarcliff College
Centenary College for Women	Centenary (3)
Christian	Colby (2)
Colby Junior (2)	Colby Junior College
Colorado Woman's College	Colorado Woman's College (2)
Duke	Culver-Stockton
Finch	Earlham
Garland	Guilford
Hollins (2)	Goucher
Marlboro	Northwestern
Miami University	Rockford
Mt. Holyoke	Scripps
Pitzer	Skidmore
Sarah Lawrence	Stevens (2)
Shimer	Southern Methodist University
Syracuse	Texas Wesleyan
Trinity College (Dublin, Ireland)	Tufts
University of Michigan	University of Miami
Villa Mercede	University of Michigan
Whittier	University of Rochester
	University of Wisconsin
	Vanderbilt
	Wells (2)
	Western College for Women
	Wheaton
	William Woods College

26 Senior Girls
1 Undecided

Introducing the faculty

In his Math II class which he defines as being "essentially geometry", Mr. David Osberg is responsible for sixty-five students, grouped in three sections, mostly Freshmen, while his Math V, an advanced placement course which covers Calculus, includes nine Seniors.

Mr. Osberg comes to the Chicago area from Battle Creek, Michigan. "It was time for a change," he says. "Except for the time I took to go to graduate school at Purdue, I really have spent most of my life in or around Battle Creek."

Mr. Osberg was born in Battle Creek, went to Albion College thirty miles away, taught in Albion for a year and in the public schools in Lakeview, a suburb of Battle Creek, for four years.

"Lakeview is to Battle Creek about as Winnetka is to Chicago, but of course, this is a much more sophisticated community. The challenge and excitement here is just what I had hoped for when we moved."

Mr. Osberg's commitment to his students goes beyond his immediate subject matter. "My only regret about teaching Math," he says, "is that there is no time during class to stop and talk about the general problems that concern the student. Math just doesn't lend itself to that kind of dialogue."

He has been known, however, to attend a Senior Seminar and it may not be long before he finds his out-of-school time taken up with general student problems, after all.

Mr. Osberg lives in Northfield with his wife, who was a second grade teacher until their daughter, Laurie, was born two years ago. Their son, Kenny, is a kindergartner at NSCDS.

Lost Library Books

Your help is needed. An incredible number of of books have not been returned to the Upper School Library. Please make a real search at home and be sure that any books belonging to the library are returned. The loss is serious. A carton has been placed near the faculty mailbox. Books may be left there with no questions asked nor any penalties enforced. Our sincere thanks will be the reward.

Parents' Question Box

Parents! Beginning with our October issue of The School Bell, we will have a space for parents' questions with answers provided by the most qualified member of the school staff or faculty. Send your questions to me (Mrs. Paul C. Harper, Jr., 698 Blackthorn Road, Winnetka, Illinois) and I will see that they reach the proper authorities. You may request anonimity.

COMMENCEMENT 3:30 JUNE 17

SCHOOL STARTS AGAIN IN THE FALL

ON MONDAY, SEPTEMBER 12

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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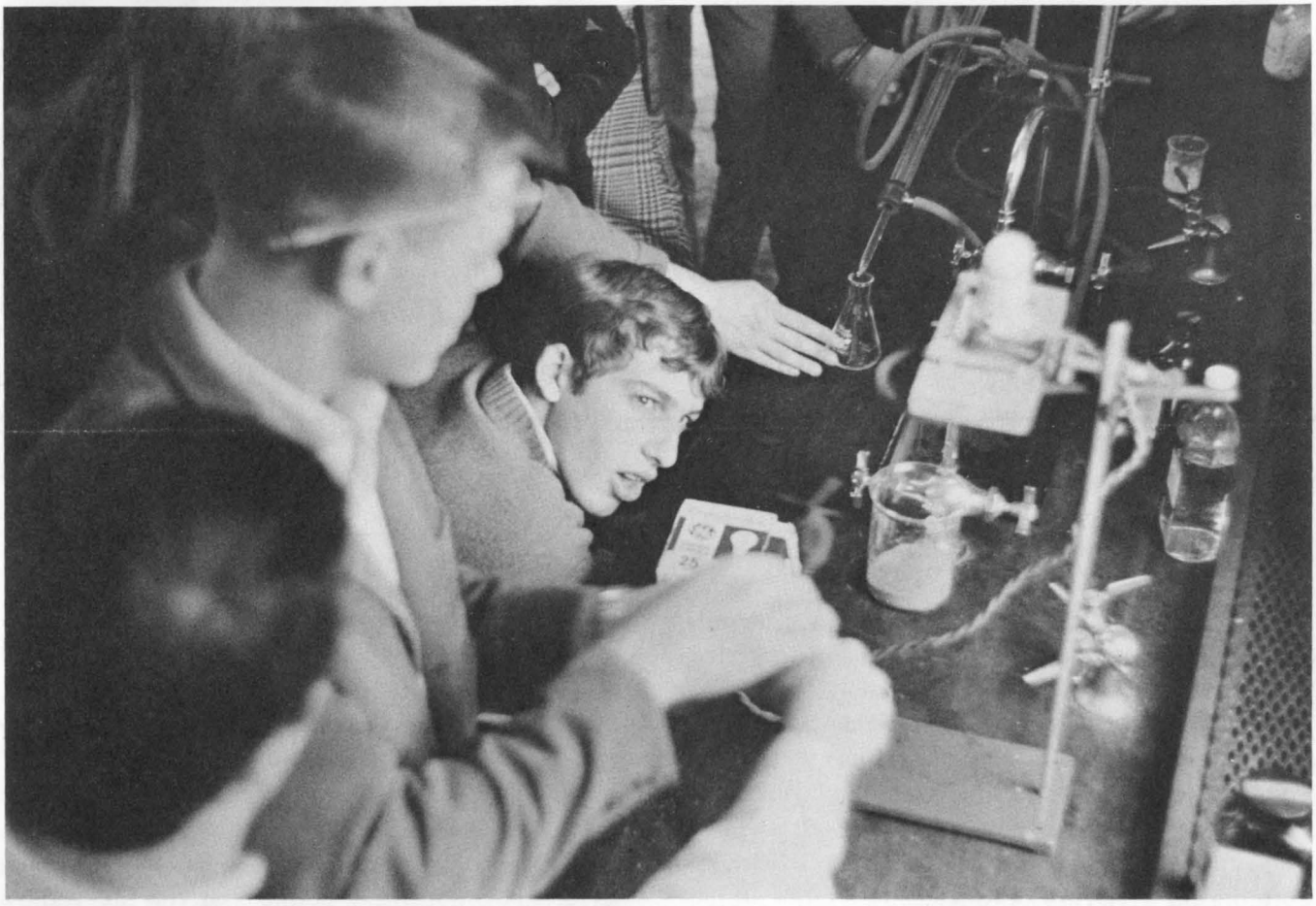
october '66'

The School Bell

LIVE AND SERVE

Vol. XXVIII, No. 1

A news letter to parents of the North Shore Country Day School



Modern Moral and Ethical Codes Lag Behind Scientific Revolution

Searching for an understanding of the cleavage between the young and their parents and teachers is an age old game, a preoccupation which more often than not offers the older generation an opportunity to decry the bad manners and irresponsibility of the younger generation. One who lives with the young cannot escape entirely the comforts of this stance nor can he deny the recurring evidence on which it is based. The search for its roots will be idle recreation, however, until it probes

the evidence in an effort to separate the coincidental from the casual relationships.

Bad manners and irresponsible behaviour do exist among the young (and some others) and no effort to understand them should be construed as a willingness to tolerate them.

It would be ridiculous to attempt here a full consideration of all the factors which have bearing on the relationship between the "older" and the "younger" generations, and I wish to omit for the moment discussion of some elements of the problem which I believe to be important such as ambivalence in our society towards the resort to war as a tool of international relationships – such as nationwide affluence and the extension of credit which allow easy gratification of material desires – such as industrial and commercial progress which has taken father out of the working aspects of his home – such as the comparative anonamity of the urban community.

About a year ago I was impressed by a discussion led by school and college chaplains which focused on a dilemma fundamental to the thinking of the older generation. We are, by academic learning and by experience, committed to the fluid world of Einstein; we understand natural phenomena in relative terms; we measure men in comparative terms; we perceive reality as similarity and dissimilarity, as like and unlike. In short, truth in our world is defined in relative terms.

At the same time, we are trapped in a nostalgia for the past when it seemed possible to draw order out of chaos by reliance upon absolutes. There is a satisfying and orderly simplicity about Newtonian concepts of gravitation; it may be less accurate but it is comforting to think of good men and bad men; it is convenient and intellectually respectable to chat about a "good day" without defining the elements of thought and feeling which lie within the term – elements which we understand in comparative terms.

Perhaps this is a dualism rather than a dilemma but it has significance in the quest for sympathetic communication between the generations. In the realm of absolutes in social mores, I roared with laughter when my father explained that no Boston Lady, in his youth, ever got on a street car simply because it was impossible to descend from one without an unladylike display of her boot tops, but nonetheless, I knew in my youth that no lady smoked – Amy Lowell notwithstanding. Neither my children nor I feel any sense of outrage or insult when the Chicago Symphony Orchestra walks onto the Ravina stage in its shirt sleeves, sleeves without cuffs at that! (Perhaps I will be able to overlook their costume choice by next summer.)

Far more significant than shirt sleeves on a stage, of course, is the so-called "value revolution." Much has been said about the changing values of the younger generation both in defense of their heightened sense of social responsibility in such efforts as the Peace Corps and the Civil Rights movement, and in concern over changes in values which lead to behaviour we think threatening to the well-being of individuals and of society. We applaud the good – we may even be justified in feeling that it is better than the best of our own generation. But when we look to the other side of the coin, to the shift of values that we may regard as threatening, we find that we want to be heard and even the most cursory observation of behaviour among the young makes it very clear that much of what has been said by parents and teachers has not been heard.

Whether it be dualism or dilemma in our thinking, the coexistance of relative and absolute values has led to charges that our generation is guilty of confusion and hypocracy. Far, far more

(Continued on back page.)

Parents' Question Box

Q. What is the Guidelines Booklet?

A. The Guidelines Booklet, or, more accurately, the publication put out by the Guidelines Committee in 1965 which is called simply "Guidelines" might be described as a summary of experience related to the social activities of the children in the school. For example, if you have never given an eighth grade party before and you don't know how many chaperones might be necessary, Guidelines can suggest, on the basis of the experience of a number of former eighth grade parents, what you might plan to do. Since customs change and experience varies from year to year, it must be emphasized that the Guidelines are open at all times to discussion and revision. The Rules of the School are also published in Guidelines. They are made by the Headmaster and are not subject to change.

(Send your questions to: Parents' Question Box, c/o Harper, 698 Blackthorn Rd., Winnetka, Ill.)

Introducing the faculty

As summer came to an end and the school began to stir and stretch towards September, the mornings were brisk and sunny. An unseasonal sense of purpose caught us all up before Labor Day. And so, when I interviewed Mr. William Biddle, I thought it was the weather that gave our conversation its tone. Now I'm not so sure. Mr. Biddle is direct and purposeful, energetic and warm. (What was the weather that day, anyhow?)

Mr. Biddle's duties as Assistant to the Headmaster at the North Shore Country Day School cover just about everything from Angry Parents to Stopped-Up Drains. He comes to them well-equipped with academic and administrative experience.

Growing up in Radnor, Pennsylvania, he had his prep school training at the Haverford school. As the time came for college, a long-standing interest in the West prompted him to apply to the University of Colorado where he spent his Freshman year. When he found the University less to his liking than the state, he transferred for his last three years to Dartmouth where he felt he would have not only a top-flight education, but also a chance to indulge his love for mountain country with its pertinent activities.

It was an accident in the rugged country around Dartmouth that first introduced him to his wife, Barbara, then fourteen. "I had just graduated and was unwinding, as you might say, on a walking trip with some friends. At one of our meals, a pot of boiling water tipped over and spilled into my boots and I was rushed as fast as possible to the hospital in Hanover. Barbara, who was spending the summer working as a nurse's aide, happened to be running the elevator that day."

For her part, Barbara says, "I don't mind if you write about the romance of it all. I just sometimes wonder how parents will feel when they look at a fourteen year old daughter with the realization that 'this child' may already have met her future husband."

Mr. Biddle majored in English at Dartmouth and, after his graduation in 1952, joined the U. S. Army Counter Intelligence Corps which sent him to Japan for three years during which he says, "I didn't do any spying myself —— just taught Japanese history and geography to other spies."

Immediately following his tour of duty with the Army, he went to Harvard where he was graduated with an AMT in English in 1956. That summer, he married Barbara, who had just finished her freshman year at Michigan University.

His first teaching assignment was at the Noble and Greenough School, a boys' school in Dedham, Massachusetts where he taught English to grades eight through twelve and seventh grade Geography. He had what he refers to as "the usual coaching duty" and, during his nine years at the school, helped the boys to develop an Outing Club for which he was Faculty Advisor.

In addition to his regular responsibilities at Noble and Greenough, Mr. Biddle was very much involved with the youth program at St. Paul's Episcopal Church in Dedham. It was through this work that he first became interested in the education of girls. "The girls were asking serious questions about religion and religious life. I found myself wanting to know more and more about their educational needs which I felt, on the surface at least, to be different from the needs of the boys with which I was by now so relatively familiar."

At about this time, too, he was asking himself some questions about his teaching career. "I had to decide if I really wanted to devote myself entirely to teaching in one department in a school and I found that what really interested me most was work that included the whole school community. In short, I wanted some experience in administrative work."

In the fall of 1965, Mr. Biddle became assistant principal at the Burnham Girls' School in Northampton, Massachusetts. "I taught a junior honors course in English along with my administrative duties and I had a good, concentrated dose of girls."

Leaving Northampton in June with their two children, Bobby, aged seven and Eddie, aged four, the Biddles journeyed to Winnetka via Calgary, Canada, Glacier National Park, Montana and Wyoming. Except for four days spent at a working

(Continued on back page.)

MODERN MORAL AND ETHICAL CODES -- (Cont'd.)

important, this coexistance is a factor in the tendency of the young to turn a deaf ear to adults.

We have all seen rebellion aroused by the imposition of regulations that young people consider arbitrary but I don't think this matters very much and it may be psychologically beneficial. What does matter is the speed with which they cast aside restrictions they believe to be absolutes in a world they have been taught to understand in relative terms. And, quite logically, they put aside those in the older generation who advocate a system of absolute values. In this cleavage between the generations, youth loses help it badly needs.

Nathaniel S. French

September, 1966

INTRODUCING THE FACULTY -- (Cont'd.)

ranch, they camped out all the way. "This is our fourth such trip", Mr. Biddle says, "But with a new baby coming in December, I'm not sure how soon we can make another."

Now fully launched in the malestrom of the first few days of school, the family have permanent quarters at Willow Road.

OCTOBER CALENDAR

Wednesday, October 5	—	Parents Association Meeting 8 p.m. in the Auditorium
Tuesday, October 11	—	Educational Lecture Series "Man in the Stone Age" Dr. Leslie G. Freeman, Jr., Dept. of Anthropology, Univ. of Chicago
Monday, October 17	—	Chicago Woodwinds Orchestra 10:30 a.m. in the Auditorium
		Preview Party for Carroll Reed Sale 6:30 p.m. in the Arts Center
Tuesday, October 18	—	CARROLL REED SALE 10:00 a.m. – 9:00 p.m.
Wednesday, October 19	—	CARROLL REED SALE 10:00 a.m. – 6:00 p.m.
Thursday, October 27	—	Educational Lecture Series "The Shadow Life" Mr. and Mrs. Philip Moore III Field Workers in the City Slums

MOTHERS UNITE behind the Carroll Reed Sale on October 18 and 19. Workers are needed and may name the hours they prefer. New Mothers – get acquainted! Old Mothers – get with it! Call Mrs. Arthur Dole III – HI 6-5760. One of our big money-making ventures of the year – And WE need YOU!

The Women's Board

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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november '66'

The School Bell

Vol. XXVIII, No. 2

A news letter to parents of the North Shore Country Day School

Jack Woodbury Calls Urban Affairs Vital Concern For Educators

The bus stopped at 1544 W. Roosevelt Road. Forty-five students tumbled off and entered a small store-front church. They were ushered toward some folding chairs, which served as pews, in front of a makeshift altar. The church was just West of the Chicago Circle campus of the University of Illinois, a major slum clearance area. The Negro minister there described the urban renewal program as "a war against the poor." With additional renewal, he pointed out, would come middle class housing to drive out low income renters or, at best, more

"vertical slums" (high rise apartments for low income families).

The description above introduces the activity during one day of the New Trier Summer Seminar in Community Affairs, an experimental summer program for New Trier students and students from several Chicago high schools (two NSCDS students have participated each year). As a staff member in the Seminar for the past two years, I believe that the program suggests that there might be ways in which the curriculum at NSCDS could be strengthened during the regular school year.

Following the minister's talk, the Seminar broke into smaller groups and discussed two articles from their text book, one by Jane Jacobs called "A City Is Not a Work of Art" and "Urban Land Use" by Marion Clawson. Our discussion over, we boarded the bus and travelled to 320 N. Clark Street, the offices of the Department of Urban Renewal of the City of Chicago. The Department showed a movie describing its accomplishments through the years and answered questions. In the afternoon, the Department took the Seminar on a bus tour of all the major projects in the City, including the glittering Prairie Shores and Lake Meadows projects and the less impressive Robert Taylor Homes off the Dan Ryan Expressway ("better than the slums they replaced").

In one day, then, the Seminar had viewed urban renewal both from the perspective of the ghetto and from the perspective of City Hall. The presentation of a range of alternatives encouraged lively critical thinking and most importantly, the academic questions raised in the reading were made relevant through on-the-spot observation.

This kind of educational approach, this interplay of theoretical study with actual experience, was used throughout the program. We studied juvenile delinquency in the classroom and then sat in on the proceedings at Cook County Juvenile Court. We read about "machine politics" in Chicago, heard the system defended by a newspaper reporter, and listened to an attack on the Mayor's political organization by a campaign victim. We saw a highly uncomplimentary documentary film on the Village of Wheeling, Illinois entitled "The Fur-Lined Foxhole," and then journeyed to Wheeling to question the Village President and investigate his town. In terms of intellectual breadth, the course spanned the fields of history, sociology, psychology, art, religion, political science, and economics. It was an ideal environment for intellectual development.

Later in the summer, when we all had some common fund of knowledge about the subjects of the Seminar, we engaged in an extended and often brutally frank discussion, more like a group therapy session, which was led by a staff member of the Southtown YMCA in Englewood. The students examined their attitudes toward the problems of the City and, more significant, their attitudes toward each other. Most of the students could be described as "average teenagers." A sociologist, however, would be fascinated by some of the backgrounds represented: four wealthy Negro girls from the far South Side suburbs, a white girl from Winnetka, daughter of a television executive, a Jewish boy from Wilmette whose father owned a pawn shop on the West side, a rather engaging representative from the Blackstone Rangers, the major gang on the South side, and a Muslim. This mixture of people and backgrounds provided a stimulating environment in which to discuss questions of urban renewal, poverty, air pollution, and human relations.

If the environment within the group was intellectually provocative, it was also (and this is a vital part of the educational process) emotionally rewarding. It was obvious during the first week on the bus that many students were carrying a heavy burden of apprehension. But by the end of the summer, the arbitrary categories erected by different backgrounds had been shattered and the students related to one another as people and as individuals. Attitudes had changed and confidence had grown.

This emotional development was fostered not only within the group, but by the student's contact with people throughout the City. Students established friendships with elementary school children in a brief tutorial experience in Englewood. They were confronted one day by an aloof group of white teenagers at a Teen Employment Center on the Southwest side. They went out, like the Pied Piper, to read stories to the children of Uptown on porch steps and in the parks. They met and worked with teenagers, recent migrants from Appalachia and the rural South, at the Hull House Outpost in Uptown. David Mallery of the National Association of Independent Schools defined this kind of emotional development when he described the effects of a tutoring program on a high school student performing as a tutor:

> "It has to do, I believe, with a person's view of himself and of others, with his way of living with the view that he has, and with his ways of developing as a person living in the world. His 'something more' has to do with his values, with what worries him and gets him into action, with the way he shapes and examines his beliefs and questions and actions. It has to do with how useful he can feel as a person...in a person's growing awareness of what his life and the life around him are all about."(1)

I believe NSCDS should think seriously about establishing a program which in some way taps the vast human and physical resources and variety of the City. The immediate educational value, in terms of both intellectual and emotional development, in taking such a step, is apparent. For example, secondary schools throughout the country have found a tutoring program to be a useful educational experience. Close to home, the Southtown YMCA alone operates a program involving 2000 tutors from city and suburban high schools. In addition to the tutoring idea, a broader urban affairs program is an intriguing concept. Schools such as Newton High School in Massachusetts, Germantown Friends School in Philadelphia, Milton Academy Girls School in Massachusetts, and Western Reserve Academy in Ohio have been pioneers in the field.

Finally, when 90 per cent of the population of this country will live in urban areas in ten years, it would seem to be the ultimate in practical wisdom to prepare our students for leadership roles in this vast urban civilization. Developing leaders in society, after all, has been the School's traditional function.

(1) David Mallery, Beyond All Those Books, W.A.I.S., 1965

Headmaster's Column

VALUES AND THE SUB-CULTURE

*(excerpt from an article by Nathaniel French in the October Issue of the Independent Schools Bulletin)**

...In every school community, there is a kind of sub-culture in which the younger generation forms its mores without the blessings of older and wiser heads. It works without declared form and often without articulation. Nonetheless, it may often be the most powerful influence in the school community.

Is this a culture beyond the reach of the faculty? Or is it a reflection of the faculty rapport with its students? The answers will change from time to time and from school to school, but there are some sensitive areas in which any faculty might well question itself.

What evidence have we given that we will judge the new and different with sympathy and knowledge? Jazz? "Pop" Art? "Opt" Art? Theatre of the Absurd?

Have we been quite honest in discussion of the changing mores of male/female relationships?

What evidence have we given of our willingness to defend the right of dissent in matters of opinion?

How do our students know how we value physical courage? moral courage?

Do our students know why we restrict the areas in which we allow them the right of democratic decision? Have we a clear definition of those areas?

How do our students know that we are sometimes unsure and frequently in disagreement about such issues as the course of the civil rights movement? Viet Nam? the move of the Braves to Atlanta?

Imperfect though it may be, some understanding of the sub-culture of a school community is essential if a school is to impart to its students a scale of values. Clearly, a wise educational leadership will maintain a continuing dialogue with it.

** the complete article may be obtained through Mrs. Croft in Mr. French's office.*

NOVEMBER CALENDAR

Thursday, November 3	— Educational Lecture Series Movie – Williamsburg, The Story of a Patriot
Monday, November 14	— Educational Lecture Series Creating Art in the Space Around Us
Thursday, November 17	— Vaudeville Matinee
Friday, November 18	— Vaudeville
Thursday, November 24 to Monday, November 27	— Thanksgiving Holiday
Wednesday, November 30	— Parent-Faculty Evening in Walling Hall Coffee – 7:30 Discussion – 8:00 Subject: "Alice Through The Looking Glass" Come all!

Introducing the faculty

Mr. Benjamin Thomas, who is teaching English to the sixth grade and Social Studies to the eighth in the Middle School, comes to the North Shore Country Day School by way of Africa. Under the auspices of the Peace Corps, he taught for two years in the only boarding school in Ethiopia. "It was mostly remedial work in English with the eighth and twelfth grades," he says.

Mr. Thomas found the school system in Ethiopia modelled on the English system with all subjects taught in English after the sixth grade. Since the basic language is Amharic, a language related to Hebrew and Arabic and there were at least seventy-eight other languages in the area, the effort to keep English in familiar use among all the students was a constant one.

The age range of his students tended to be wide, "There was a twenty-five year old man in the eighth grade – dumb as a post – and another man, fifty-seven in the twelfth grade who was not a boarder, but came to school every morning in a fancy car driven either by his wife or his wife's lover."

Mr. Thomas was born and brought up in Exeter, Massachusetts where his father teaches French and heads the Modern Languages Department. He himself graduated from the Academy in 1958 and four years later, from Harvard where he majored in English. His interest in the North Shore Country Day School dates back to his childhood. "My family spent all its summers in Castine, Maine, not far from the Alamoosook Camp where I first met Nat French. Later, between my Junior and Senior years at college, I was a councillor at the camp, and it was then that I became increasingly aware of a school in the Chicago area that sounded inventive and challenging."

Mr. Thomas considers the faculty at North Shore at least as distinguished as the faculty at Exeter. "The only trouble is that it's not a boarding school. At a boarding school, you get total immersion."

With his wife, Ann, who is currently working in the office of VISTA in Chicago, Mr. Thomas lives in the Griswold's garage apartment at 111 Thorntree Lane in Winnetka.

Scene: Mr. David Newman's office, Art Center, NSCDS
Characters: (in order of appearance)

Mr. David Newman: A.B. Oberlin, 1962, M.F.A. Yale Univ., 1965. Lively manner, reddish head and bright, blue gaze.

Three girls: Girl-type, pretty, two blonds and a brunette who seems to be carrying a Siamese cat.

One cat -- which is to say non-cat or illusion on the part of the observer.

Scene I

Girls: (in unison) Well – so what do you want us to do?

Mr. N.: Get three chairs and your script and go out on the stage and read the scene.

Girls: You mean three chairs and a non-chair for the non-cat, don't you?

Mr. N.: Whatever you can arrange about the – er – cat. But go through your scene.

Girls: Ri-ight. (They go out as the curtain falls.)

(Continued on back page.)

INTRODUCING THE FACULTY -- (Cont'd.)

This is only a small scene from the life of Mr. Newman who is supervising the Freshman Minor in Dramatics, teaching a Sophomore course called, "Introduction to the Drama" and overseeing all the dramatic productions in the school that he is able to fit into his schedule.

Mr. Newman's involvement with the theatre began more or less casually at the end of his Junior year in college. "I suddenly realised that all the people I really cared about were in the theatre or the music departments at Oberlin and after working on four plays in the early part of my Junior year, to the detriment of my original major in government, I decided to switch to the Speech department. Somewhat to my chagrin, the head of the government department appeared to be overjoyed."

During the third year of his graduate studies at Yale, Mr. Newman lived off campus at the Cherry Lawn School in Darien, Connecticut, where he combined the duties of housemaster with teaching philosophy and creative writing. "I had been in school a lot of years and I wanted to do something useful. I'm not sure how much I did for my students, but it was wonderful for me to be as badly needed as I was at that school at that moment. I fitted all my classes at Yale into Tuesday and Wednesday and spent the rest of the time teaching in Darien."

Mr. Newman's roots might be described as international. "My parents were medical missionaries, so I grew up first in China and then in Africa. When I came to America at fourteen to go to the Mt. Herman School in Massachusetts, I had been tutored all my life. I had no idea what it was like to go to school in a group, let alone a large group of American boys. It was tough, but I learned."

At the moment, Mr. Newman is plunging into plans for the Christmas Season and in the rush of that activity has almost been able to forget that there were two things that worried him when he first arrived -- Morning Ex and Vaudeville. "Mme. Valvo is in full control of Morning Ex and the students certainly have Vaudeville organized so that far from dreading the responsibility that may come to me in those areas, I am looking forward to taking over whatever they may want me to do."

The students, on their part, may expect imaginative direction from a talented and well-trained teacher.

E. E. Harper

North Shore Country Day School
310 Green Bay Road
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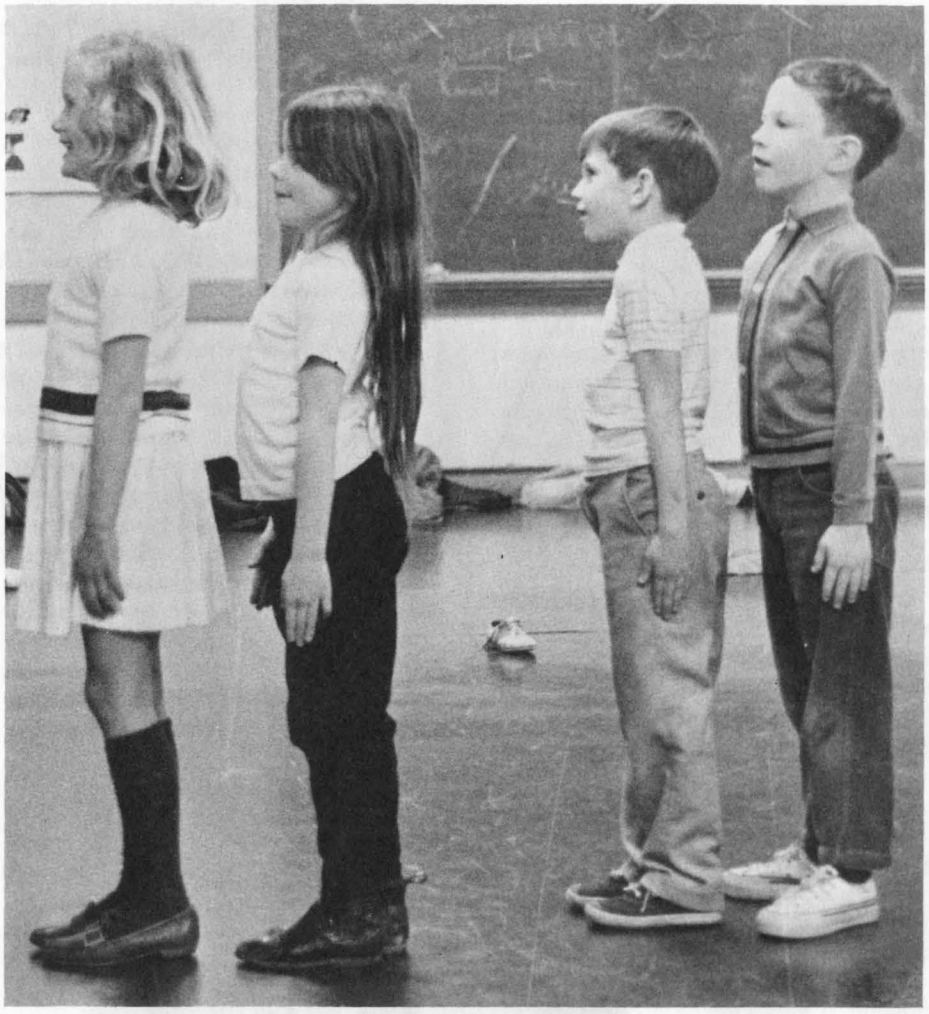
december '66'

Annual Report
of The Headmaster

The School Bell
Vol. XXVIII, No. 3



The School entered its forty-seventh year in September, 1965, with a record enrollment of 468 which fully tested even our enlarged facilities.

Teachers and Teaching

It is always hard to know whether the institution attracts its people or, in fact, the people are the institution. This quandary does not cast any doubt on the crucial contribution of those men and women who are the heart of a school. It does have some bearing on the school's ability to attract new teachers to fill the places of those who go on to other fields.

A count of faculty changes which summarizes the last seven years shows that fifty-six teachers have gone on. Seven retired or died; eleven ladies became pregnant; ten left at the School's advice; seven moved on because their husbands accepted jobs in other areas; sixteen, for graduate school or for other occupations; three, to accept professional advancement offered by other institutions, and two were here on temporary

visas from other lands. The annual change in faculty is 18%, slightly below normal turnover in independent schools.

In each of the last few years we have received over one hundred fifty letters and calls from men and women who seek teaching positions in our School. In this measure, it is clear that we attract candidates in sufficient number. However satisfying this may be (in a scarcity market), we cannot afford to relax our efforts, for there will never be a surplus of top quality teachers. I must insert here the obvious. Economic considerations may not be the major enticement in attracting teachers, but salaries are important in the thoughts of the top quality teachers we would like to keep.

This fact needs perspective. In so far as salaries determine the choices of our teachers, it should be clear that we now can boast a salary scale which provides competitive compensation. Whether we judge this in terms of the lower or the upper end of the scale, this School does well when compared with other independent schools. According to the annual survey of independent school salaries made by the National Association of Independent Schools, our salaries fall high in the top quartiles – none falling below this level. True as this may be, we must be prepared to compete with colleges who want and need men and women teachers of the caliber we want to keep, and there are a few good public school systems which offer salaries as good or better. Obviously, we cannot risk complacency in this – or any other – area.

History

One of the delights of teaching in a school with a fourteen year span is the opportunity it provides for a perspective on both the learning and teaching processes and the way in which concepts are introduced and reinforced as children progress from simple and quite concrete beginnings to the more sophisticated thought and learning required to deal with abstractions. Consider, for example, the idea of freedom – a difficult one for a child to explore. Our Junior Kindergarteners approach this through the story of the Pilgrims as they try to undertsand why these people left their homeland for a new one. That perilous voyage and those first homes in the new world became so fascinating to our four year olds that they decided to build their own *Mayflower* and *Speedwell*. The *Speedwell* met with misfortune daily, but the *Mayflower* sailed on and was soon located next to a row of Pilgrim homes which saw many a scuffle but were well loved and well used for several weeks. The small "Pilgrims" and "Indians" planned a Thanksgiving feast of their own with corn muffins and apple cider.

At the same time, Seventh Graders worked out a dramatic expression of the limits which Puritans set on the concept of religious freedom in the early colonies. They shared these ideas with the entire School in the Thanksgiving Morning Exercise.

In the Upper School, supplementing the standard course in United States History, Mr. Woodbury and Mr. Steel conducted an evening seminar for seniors, entitled "The Idea of Liberty." Accompanied by case study readings, this was primarily a series of discussions in political philosophy. Does a man have the right to preach the overthrow of the government by force and violence? What economic restraints does a society impose on the individual's freedom of speech? What is the impact of social pressure on liberty in the society? These were some of the basic questions raised. They reappeared as the seniors read Existentialist literature. Thus, a portion of the final examinations in senior history and English was a one thousand word paper on the following topic: "Three people have suddenly found themselves alone in a deserted area of Viet Nam. They are Ignazio Silone, Albert Camus, and *You*. What will each of these people do? Why? With what ethical justification?"

Another concept which runs through much of our teaching of social studies and history is that of the different abilities, interests, and commitments one finds within any group of people. Kindergarteners experience this as they visit the local police and fire station and as they discuss the ways in which people earn their living, the kinds of things men do in our world. Lower Schoolers pooled their knowledge and produced a Christmas program describing in song and narration the celebration of this holiday in many lands. Sixth Graders took an anthropological approach and studied man's beginnings, especially the work of Dr. Louis L. B. Leakey, whose story they shared with the rest of us in a pair of stirring Morning Exercises. After studying cultures not so technically advanced, they examined their own culture here on the North Shore, using the same techniques they had applied to more remote societies. They took a fresh look at their own lives as they discussed what things and qualities are valued in a suburban community and contrasted polygynous patriarchal family life with monogamous, but far from standardized, family constellations.

In the Upper School a new course in anthropology designed for Ninth Graders reinforced the concepts introduced earlier. In the words of its initiator, Professor Paul Bohannan of Northwestern University, "Anthropology can be seen as a way of thinking about the world, rather than as a specific subject. That way of thinking is based on the idea that a knowledge of the range of solutions which different cultures find for their problems will make each separate solution seem more vivid and will develop in the student a capacity to see himself, his country, and all of his contemporaries in a more understanding light."

Mathematics

After several years of experimentation with mathematics materials of our own, combined with those offered by a variety of publishers, the faculty has settled upon a very promising program in Kindergarten through Fifth Grade. The children are introduced to and given ample practice in traditional arithmetic; they are also given many opportunities to explore intriguing mathematical situations which

lead them through a well-organized approach to the understanding of sophisticated but highly practical mathematical concepts.

The University of Illinois College and School Mathematics program begins in the Seventh Grade and now extends into the third year of the Upper School mathematics curriculum. Our teachers report that more and more students are learning and appreciating the value of logic and are faced with several of the more interesting and provocative number concepts. One small group of Upper School students found challenge in the number game of finding as many numerals as possible from 1 through 30, using only the digit 4 no more or no less than 4 times in each numeral. Juniors in both Math III and Math IV have ranked well in the National Merit tests and the CEEB SAT and Achievement Tests. Final proof of the power of this new program to intrigue students intellectually is the fact that more and more students are continuing each year into Math V, a college level course.

Science

Middle School science classes give children another way of looking at their world. Using individual lenses with low magnification, they examine common things (salt, rocks, hair, etc.). They are particularly delighted by the process of dissection. Some of our Eighth Grade boys have been helpful in dissecting for the Fourth Graders. In addition to its own magic, repeated experience in this kind of observation and experiment tends to lead these young scientists from faltering and faulty description to quite precise articulation of their observations. "Well, look. Oh, just a second, oh yes, the shade is in between the ball, er the thing . . ." The Sixth Grade girl who said this in September made the following statement in June: "Let my hands be the shade. If object B is on one side and person A is on the other side, will there be a shadow on the shade, visible to A, if . . ."

A particularly interesting project in the Physics course was the building of a seismograph by members of the class. Working together, students learned how to bend, shape, fabricate, and assemble the machine and how to tune it for sensitivity. Each student made his own contribution to the project; some had great manual dexterity, some, keen understanding of the principles involved. In the interest of truth, I must report that conditions in our lab are not ideal for the operation of this instrument. The seismograph is not intended to be set up on a cement floor! Thus the value in this project was in its design and construction rather than in its operating results.

Foreign Languages

For some years our students have had the opportunity to begin the study of French in the Seventh Grade. The Middle School now boasts a language classroom, carpeted, and equipped with tapes and appropriate electronic hardware to implement this study. (Plans to provide similar equipment for the Upper School are complete. It, too, will have a "language lab.")

Upper School French students displayed verve and talent in an original dramatization of the old fairy tale, *The Twelve Dancing Princesses*. This production involved all thirty-one French IV students and gave them an opportunity to use their previous experience in reading French plays. More and more students are electing to continue their study in French V.

Not to be outdone by Gallophiles, German students gave us *Schneewittchen (Snow White)*, a modern, slightly "beat" version of the tale by the brothers Grimm. This hilarious production demonstrated some quite fluent German, as well as unfettered imagination, which introduced the seven dwarfs on motorcycles and scooters.

English

In English classes, in addition to work with literature and creative writing, students concentrated for awhile, not on critical analysis of poetry but on oral interpretation, in an attempt to develop critical awareness by participation rather than by imposition. Other students worked on drama projects involving problems in acting and directing in order to gain a sense of the variety of problems encountered in the use of this technique. They studied and worked out sections of different plays rather than a single production, analyzing ways in which playwrights begin dramas.

A somewhat similar project in a different medium encouraged a group of students to explore cinematography. They conceived, wrote, and completed a script, and applied to the School for funds to produce it. This project involved acting, directing, technical production, and imagination of all sorts, including the awareness of the possibilities of using music to complement the emotional effect of the visual techniques. Not only did the students treat a contemporary problem without moralizing, they became acutely aware of how a film makes a statement.

Art

Our Center for the Creative Arts is exactly that, a focal point for all kinds of artistic interest, activity, and interchange. The versatility of this building was demonstrated in its dedication program last October. Visitors were invited to tour the gallery, explore the facilities, and to watch scenes from *Henry IV*, Parts I and II, and *Henry V*. These were presented in the outdoor patio in true Elizabethan fashion. Musicians played from the balcony on the upper level; actors used the stage area on the lower level; Elizabethan wenches hawked fruits which the outdoor audience was invited to toss or eat as the spirit moved them (they stayed to cheer with gusto). I might add that this production revealed a hitherto hidden asset of the current hair fashions for some of our young men. They are remarkably reminiscent of those of the late 16th century!

We were fortunate in being able to offer a sculpture course to interested students. The possibilities

for experience in this medium have been enriched by a memorial gift of equipment for metal sculpture and welding, and it is exciting to see how this has captured the interest of a number of our students. During the past year, the dark room has been fully equipped and there is evidence of interest in photography in the variety of photographs displayed in recent exhibitions: time lapse, purposeful or deliberate double exposures, "patterns" in soil, sand, or water. The galleries in the Arts Center have displayed a number of other exhibitions, several of student work, others by faculty or guest artists. A recent faculty art show included painting, sculpture, and driftwood.

As I observed last year, the spacious work areas seem to invite student interest and participation. An added proof of this was a series of almost abstract visual studies based on the Christmas story, prepared by Art Major I students for the Christmas Tableaux.

Music

Meanwhile, our musicians were as busy in their quarters as our artists in theirs. The entire Upper School presented portions of Handel's *Messiah* at Christmas and Gilbert's and Sullivan's *Pirates of Penzance* in the spring. The latter performance was presented without a hitch despite a tight schedule (June Allison was married at 3 p.m. Saturday afternoon, and our Sergeant of Police flew to Boston and back for a brother's wedding Saturday, returning in time to meet his first stage cue Saturday night).

A Cappella and Ensemble groups singing together as *Sängerbund*, presented selected Christmas music as well as a spring concert. With the latter they made a triumphant trip to Kansas City, singing four times in a single day in four different schools. Later in the spring they welcomed the singers from Pembroke Country Day School who presented us with a reciprocal program. Our instrumental concerts included performances by the Music Center orchestra, by Sheldon Rosenbaum, our own resident pianist, and by what seems to be an increasing number of student instrumentalists, playing solo or in concert. The latter performed the Grand Finale from Saint-Saens' *Carnival of Animals* for the entire School in the spring, a lively affair with Mr. Rosenbaum and five student pianists exchanging parts while Mr. Allison read the text. We have also had an impressive array of classical trumpets which have lent both dignity and verve on special occasions. Finally, the Upper School chorus sang Randall Thompson's *The Peaceable Kingdom* and Haydn's *The Creation* for us on Commencement Day.

Drama

Dramatically, the year was as varied as ever. We had a number of plays evolving from class work and celebrating traditional holidays. The Eighth Grade and Kindergarten girls gave us a macabre Halloween play. The Seventh Graders led the Thanksgiving observance and the Fifth Grade presented highlights appropriate for Lincoln's birthday. The Christmas play, presented by the Ninth Graders, was Christopher Fry's *The Boy with a Cart*, a story of man's aspiration in the face of scepticism.

Instead of a full length play, the senior class presented four one-act plays, each a commentary of man: *Hello Out There* by William Saroyan, *Impromptu* by Tad Mosel, *A Mime* by Samuel Beckett, and *The Leader* by Eugene Ionescu. The theme was presented in various styles, but the existence of a common focus suggested the universality of each aspect.

Dance

Dance plays an increasingly important part in our curriculum. Second Graders, for instance, clap out the beat and the rhythm while singing poems, dramatize the growing of plants, or "swim" through bodily movements to drum beats imitating Indian hunts and animals.

During the winter term we offer dance for all girls, from the Third through the Twelfth grade, except for those Upper School girls who play varsity basketball. The Lower and Middle School dance program presented in late March was a combination of familiar and traditional body movements set to the latest rock and roll rhythms, an arresting, vigorous performance! A special dance group continued in the spring for interested Upper School girls.

Module System

A reorganization of the Upper School schedule into what is known as a *module system* has resulted in somewhat more flexibility in class timing and length. This schedule is built on twenty-minute modules which may be combined in a variety of patterns – the variety providing a delightful flexibility important to creative teaching. Some classes, especially those for Ninth and Tenth grades, still meet five times a week, but others make full use of the freedom inherent in the schedule. For instance, senior English meets once a week as a whole course for forty minutes, once a week in three sections for forty minutes and once a week in three sections for sixty minutes. Beginning language classes have an extra twenty minute period for oral work once or twice a week, and we are testing the proposition that beginning language students would learn more rapidly if they met twice a day, five days a week for twenty minute periods. It will be a while before we know how to make the best of this opportunity, but its promise is great.

Extra-curricular—Students

There were additional evidences of student interest and vitality. The Lower School published a literary magazine. In the Upper School a creative writing group started by the students was carried on through the spring term entirely on their own initiative. They wrote, shared, and criticized their own poems and sketches and built up a substantial anthology by the end of the year. Students also started a paperback book shop. This was not wholly successful, but it indicated a lively interest in current publications.

Students and members of the faculty shared a new venture – The Book of the Moment. Every student from Sixth through Twelfth Grade was invited to read Ray Bradbury's *Martian Chronicles* and to attend one or more of a series of several Friday afternoon discussion groups designed for interested readers of all ages and backgrounds. This book generated a fair amount of excitement, resulted in one provocative Morning Exercise, and became a point of reference in many classes inside and outside of the English Department.

During the summer of 1965, the junior boys, not so quietly, planned, produced, and filmed their own movie, which subsequently constituted their contribution to the Vaudeville. This film portrayed a commando landing at the Tower Road beach, a quasi-military march through Winnetka, an apparent take-over of the Village Police and Fire Departments, and ended with the deposition of the Headmaster. In excitement and suspense, it rivaled the best of the Keystone cops!

After several years of playing host to students from other countries during the school year, we were gratified to be able to send a summer student to Denmark as a member of the AFS exchange program for students from the United States.

May Day was an afternoon celebration late in the spring, followed by class picnics on the green. The Sixth Grade wrote and produced a play about Robin Hood. Trumpets replaced the traditional pony cart and First Graders joined in part of the Maypole dance with the seniors. After the crowning of the queen, the grades paired off for a series of games and relays, a gay time for all.

Faculty

Traditionally we believe that the health of American education rests in a significant degree on the stimulus it gets from its minority partner, the independent school. This stimulus will be more important when it comes from the more sensitive, more imaginative schools. It follows, then, that we should feel some compulsion to be an influence in both independent and public education. During the year, members of the School staff served in several significant ways: on a national committee to write an examination which would measure progress in the new mathematics, on a national committee to stimulate schools to improve their programs in some crucial areas, as a consultant in an experimental state program working with children gifted in the arts, and as members of several boards of national or more limited responsibility. While these responsibilities were carried in the interest of service beyond our own walls, it is obvious that such experience will also bring strength to teaching within our walls.

Athletics

Our athletic record continues to be a proud one. The varsity football team won seven games and lost one and held first place in their division of the Private School League. One of our students won a place in the Little All-State Backfield. The varsity basketball team won sixteen games and lost five to hold second place in its division. The varsity baseball team won nine and lost six games to place second.

After an undefeated season, the girls' hockey team had the experience of playing in the first invitational hockey tournament held at the University Lake School in Hartland, Wisconsin, for six independent schools from Illinois and Wisconsin. This tournament saw a North Shore Country Day School hockey team beaten for the first time in many years, but the fun was more than worth the chagrin. (It was gratifying to note that one of our graduates placed as an alternate on the United States Woman's Field Hockey Team).

College Admissions

It is noteworthy that over one hundred college representatives visited our campus last fall and winter and that the geographic range of college choices of the Class of 1966 extended from California to Florence, Italy.

Colleges Boys are Attending	Colleges Girls are Attending
Amherst	American School in Switzerland
Claremont	Barnard
Coe	Bennett
Dartmouth	Briarcliff
Hamline	Centenary College for Women
Hanover	Christian
Harvard	Colby Junior (2)
Illinois Institute of Technology	Colorado Woman's College
Kendall	Duke
Kenyon	Finch
Menlo	Garland
Nasson	Hollins (2)
Occidental	Marlboro
Princeton	Miami University (Ohio)
Union	Montana State University
University of Denver	Mount Holyoke
University of the Pacific	Pitzer
Utica College of Syracuse Univ. (2)	Sarah Lawrence
Washington and Lee	Shimer
Washington University (3)	Syracuse
Wesleyan	Trinity College (Dublin, Ireland)
	University of Michigan
	Villa Mercede (Florence, Italy)
	Whittier

A periodic report from the National Registration Office, which sends us a statement of school and college grade distributions, indicates that NSCDS graduates tend to receive grades as high as, or higher than, those received at North Shore in most colleges which they attend. A report such as this is encouraging both to our faculty and to future college aspirants within the School.

Two members of the Class of 1966 and eight members of the Class of 1967 were invited by the

Educational Testing Service to answer questionnaires designed to help that organization evaluate the relevance of CEEB Achievement Tests to school curricula in mathematics, Latin, European history, physics and chemistry.

Responsible Men and Women

Our fall and spring Work Days have resulted in the usual clean-up activities, plus a number of projects designed to enhance the attractiveness of the grounds. As a result of these, we now have thriving evergreens bordering the relatively new boys' gym and freshly planted pansies around the patio of the Arts Center. In the course of the school year a number of service projects interested various grades. Fifth Graders constructed animals suitable for the Junior Kindergarteners to play with. Sixth Graders initiated and organized within the Middle School a collection for UNICEF on Halloween eve and were able to present $171.80 to the Winnetka Committee sponsoring this venture. Eighth Graders combined Work Day activities with two very successful guitar and folk singing sessions with the Senior Kindergarteners who had been their partners.

During the fall term an average of about fifteen Upper Schoolers spent one night every other week talking with patients at the Chicago State Hospital.

The Special Services Committee shipped over 1500 books, which the students had collected, to a Friends School in Kenya where a retired NSCDS math instructor, Lewis Taylor, served on the faculty. A group of Upper School girls adopted a South Korean child and planned to continue this support indefinitely with the help of on-coming underclassmen.

The Girls Athletic Association again assumed the initiative in offering help to faculty members and service projects to the community. Their members served at the Garden Walk sponsored by the Parents Association and their spring carnival included an art show of student work representing Lower and Middle as well as Upper School students. From this particular project the GAA realized approximately $100.00 which it gave to the School to repair the scoreboard in the girls' gym, surely an appropriate gift! As its Senior Gift to the School, the Class of 1966 made a contribution to the Fund for Teaching Excellence.

Parents Association

This remarkable force has shown the same kind of interest and vitality as the faculty and students I have cited. Its multitudinous committees have operated quietly and efficiently, manning our switchboards, serving our luncheons, making our costumes (a new set of policemen's jackets last spring!), editing the old *Notes* in a new format, *The School Bell*, which was launched in its new garb in June, 1966; undertaking quietly and without fanfare the many tasks which enrich the quality of the daily life of the School. The Standards Committee reviewed and republished *Guidelines* last fall. Twenty-six parents joined members of the faculty and consultants on the Ad Hoc Committee on Sex Education and met for four consecutive Wednesday nights last May to discuss needs and appropriate curricular changes in this field. Others worked with the Upper School faculty in planning the first of a series of content-oriented meetings for parents and faculty. The initial meeting on history attracted a relatively small group, but a provocative presentation stimulated very good discussion of multiple causation in historical interpretation, using the American Revolution for documentation of such hypotheses as were projected.

Our Woman's Board seems blessed with a Midas touch. Within a very few months these ladies sponsored three successful social and fund-raising events: the Carroll Reed sale, a Ski and Skate exchange, and a House and Garden Tour. Proceeds of the sponsor party held prior to the last event were devoted to the Fund for Teaching Excellence. These combined efforts resulted in a total gift to the School of $12,000.00. Of this amount $3,500.00 was contributed to the Fund for Teaching Excellence and the rest to provide a Language Laboratory in the Upper School, and to assist in substantial improvements in the girls' gymnasium, and the relining of the window curtains in the auditorium.

An activity which deserves mention here was the performance of Senior Stunts by "The Mamas and the Papas" of the Class of 1966. Their performance gave hilarious evidence of a long, close, and discriminating association with the School.

It is as difficult to describe the many good by-products of parent efforts to help us as it would be impossible to over-value them. Suffice it to say the School is many times blessed.

Alumni

Almost inevitably an institution belongs to those who invest in it the greatest devotion, measured, of course, in a time continuum over the years. It may bend to the enthusiasms and the anguish of the moment, but its mainstream runs in a bed worn by the constancy of years of flow. For this we look to our graduates and from them we find, increasingly, a supportive understanding.

In a lighter vein, the Alumni sponsored several pleasant events: a Home-Coming and Alumni party in October following the NSCDS-Lake Forest Academy game, a supper party (this was an innovation) at Christmas time, with an opportunity to tour the Arts Center, and a spring party at the home of the Nat Blatchfords. In addition, the alumni published two stimulating bulletins and conducted a fund drive which resulted in a gift of $5,476.00 to the School. The latest project of the alumni group, which is still in its initial stages, is a history of the School. This will be a welcome addition, and it is in the hands of the right people!

Finally, in submitting this report, I have touched on a variety of the many bits and pieces which together define the life of an institution. I shall hope

(Continued on page 8)

Financial Statement

BALANCE SHEET – Year ended June 30, 1966

Assets:		
Current Assets		
Cash	$ 79,625	
Receivables	11,439	
Inventories	2,992	
Total		$ 94,056
Other Assets		
Pledges receivable (see contra)	$ 9,012	
Notes receivable	228	
Pre-paid expenses	5,153	
Credit deposit	425	
Total		$ 14,818
Property Accounts at Appraised Values		
Land	$ 375,500	
Buildings	2,414,735	
Total		$2,790,235
TOTAL ASSETS		$2,899,109
Liabilities:		
Current Liabilities		
Bank Loan - current portion	$ 20,770	
Notes payable to The North Shore Country Day School Foundation - current portion	8,800	
Accounts payable	18,900	
Students Deposits retained	5,262	
Tax and insurance withholdings	10,078	
Accrued salaries	11,032	
Accrued interest payable	2,409	
Total		$ 77,251
Other Liabilities		
Bank Loan - less current portion	$ 198,075	
Notes payable to The North Shore Country Day School Foundation - less current portion	41,600	
Repayments due Faculty Housing fund	228	
Contributions due Fund for Teaching Excellence	5,477	
Restricted funds	33,769	
Prepaid tuitions and fees	52,756	
Deferred income Bell Ringer Campaign	4,830	
Deferred pledge income (see contra)	9,012	
Total		$ 345,747
Fund Balances		
Capital surplus	$2,790,235	
Earned surplus	(314,124)	
Total		$2,476,111
TOTAL LIABILITIES		$2,899,109

SUMMARY OF INCOME AND EXPENSE – Year ended June 30, 1966

INCOME:		
Educational Income		
Total Gross Tuitions	$468,451	
Less: Scholarships	(36,124)	
Student Fees	8,428	
Total		$440,755
Auxiliary Services (net)		
Restaurant – including employee lunches	$ (3,139)	
School Stores	4,235	
Summer Day Camp and Summer School	10,970	
Reading and Testing Program	1,170	
Transportation Service	544	
Total		$ 13,780
Other Income		
Music Center	$ 2,500	
Miscellaneous	4,534	
Total		$ 7,034
Restricted Gifts		
Restricted Gift Fund	$ 12,773	
Scholarship Fund	2,754	
Total		$ 15,527
TOTAL INCOME		$477,096
EXPENSE:		
Salaries, Wages and Benefits		
Salaries and Wages	$386,371	
Employee Insurance and Benefits	31,018	
Total		$417,389
Administrative Expense		
Headmaster's Expense	$ 2,318	
Office Expense	7,584	
Telephone	6,446	
Travel	4,853	
Membership Fees	1,190	
Professional Fees	2,714	
Public and Alumni Relations	3,866	
Miscellaneous Expense	3,860	
Total		$ 32,831
Educational Expense		
Supplies and Equipment	$ 12,387	
Athletic Program	7,548	
Total		$ 19,935
Fixed Expense		
Property and Liability Insurance	$ 4,380	
Taxes	422	
Interest on Notes	2,340	
Total		$ 7,142
Buildings and Grounds Expense		
Repairs	$ 7,505	
Improvements	29,012	
Supplies and Equipment	5,892	
Total		$ 42,409
Operating Expense		
Fuel	$ 10,250	
Power, Water and Refuse	14,335	
Total		$ 24,585
TOTAL EXPENSE		$544,291

(Continued on page 8)

FINANCIAL STATEMENT--*(Continued from page 7)*

SUMMARY OF INCOME AND EXPENSE –
Year ended June 30, 1966

Total Income	$ 477,096
Total Expense	544,291
Excess of Expense over Income	$ 67,195
Schedules Debt Retirement	8,800
Deficit for 1965-1966	$ 75,995
Parents Annual Giving Program 1965-1966	76,430
Excess of Income and Gifts over Expense	$ 435

The statements above are taken from the annual accountant's report to the School prepared by Glenn Ingram and Company, certified public accountants. This report contains, among other things, a balance sheet of the School as of June 30, 1966 and related statements of income, expense and fund balances. A copy of the audited financial statements of the School is available at the business office.

The School operated at a deficit of $75,995 during the past fiscal year, a deficit which was offset by $76,430 donated by the parents in the annual giving program.

The statements set forth above show the importance of the Parents Annual Bell Ringer Campaign. The projected operating deficit for the current fiscal year is approximately $82,000 or about $6,000 higher than the deficit shown for 1965-66. This increase is due largely to the annual payments on the $250,000 bank mortgage loan made in connection with the construction of the Center for the Creative Arts, as well as to increases in salary and maintenance budgets. If the School is to remain financially healthy, it is essential that the current fund-raising campaigns be a success.

Donald S. Perkins
President, Board of Directors

ALUMNI--*(Continued from page 6)*

that you have found among the pieces some evidence of the hopes which determine our plans for our students. Our choices are made from day to day and the professional staff makes these decisions with some clear-cut purposes in mind.

We accept with respect a motto chosen for the School by its students many years ago – "To Live and Serve." In this and future generations, it is our responsibility to find the means by which we teach the young to live – and to serve. What we do in this time may be better done in another era, but for us it means an unending devotion to those experiences which we think best calculated to help youngsters to stand with sensitivity and knowledge as individuals – to help them to appreciate themselves as members of a fluid society. We ask of them what we think will make them able to stand alone in judgment.

Our successes will be attested by those of our graduates who know when to stand alone while paying due respect to the fact of their interdependent relationship with the rest of the world.

Respectfully submitted,

Nathaniel S. French

CHRISTMAS VACATION
December 22 – January 4 inclusive.
Christmas Calendar in separate mailing.

North Shore Country Day School
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Winnetka, Illinois

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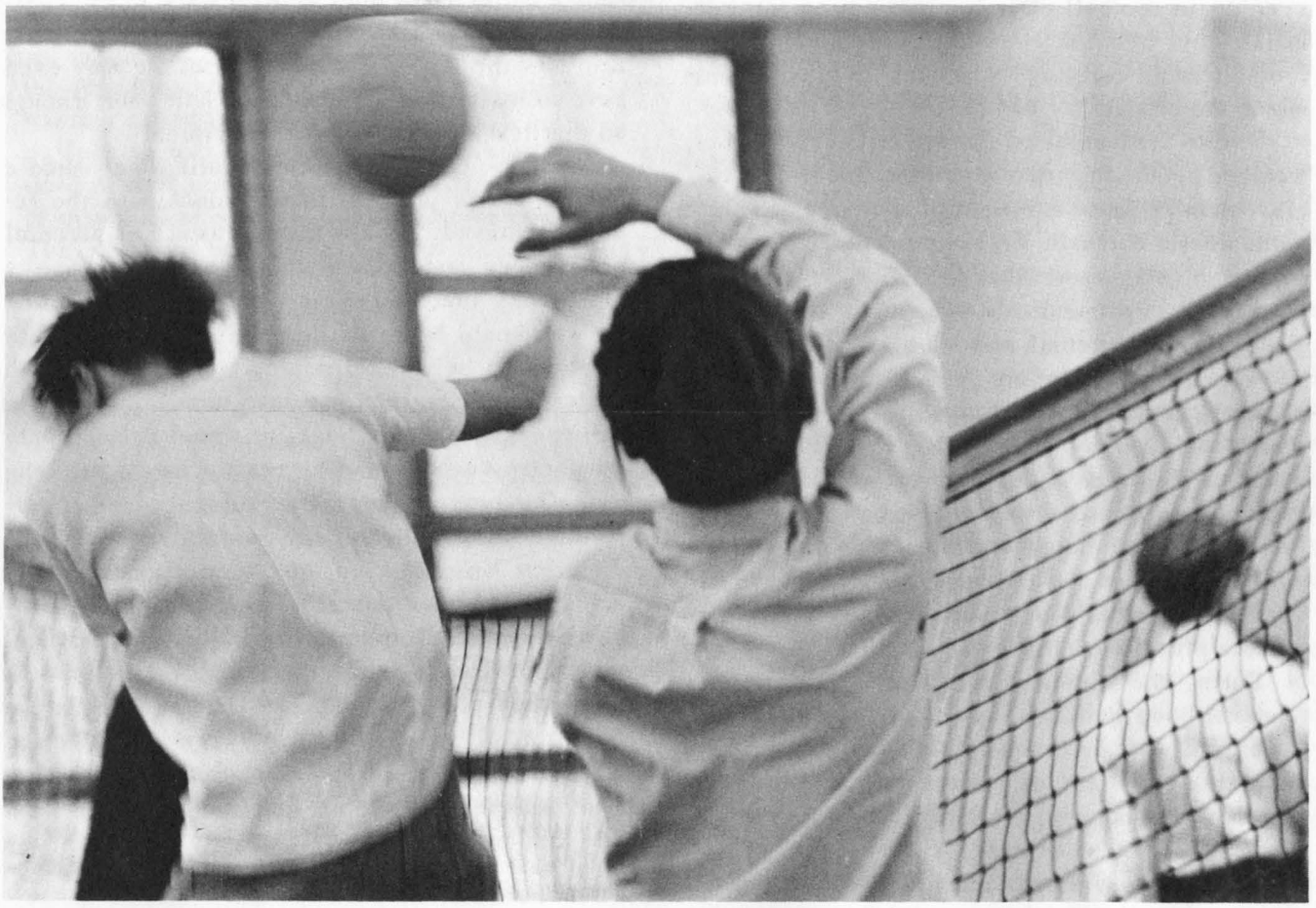
february '67'

The School Bell

Vol. XXVIII, No. 4

A news letter to parents of the North Shore Country Day School



Coach McCarthy Asks Parents' Views On Middle School Boys' Program

The Middle School Boys' Athletic Program is geared to providing activities for boys that will be both interesting to them and valuable in developing them physically, mentally and socially. The emphasis is low pressure. The boys are not encouraged to extend themselves beyond their strength, endurance or ability to protect themselves. Practice sessions are set up not only to be challenging and instructive, but also to give the boys a chance really to enjoy themselves.

Middle School boys are required to play tackle football and each grade fields a team. Football is required

COACH McCARTHY ASKS VIEWS -- (Cont'd.)

because it seems to provide more of the educational values we are looking for in our sports program than any other fall sport. The physical courage it demands should be sufficient to justify its being required, but we feel that there are moral and intellectual benefits in playing the game that may be of even greater significance. There is wide agreement with us on this score among other people involved in physical education, but they tend to avoid football because of the injury factor. We have no more injuries in football than we have in any of our other sports. In fact, our boys sustain more injuries just "horsing around" than they ever do in football. Our football injury ratio remains low because we start the boys playing football at an early age when lack of speed minimizes the probability of injuries.

During the months of November and December, weather permitting, the boys play soccer. It is a great running game and most of the boys are quite enthusiastic about it. We have not played it as an interscholastic sport because we have not been able to find opponents. Most schools play soccer when we play football and we believe football to be a more valuable educational experience. In addition, soccer requires considerably more space than football does and during the fall season, when we field six football teams, we do not have space for any more activities. We have been trying to persuade our neighbor schools to play soccer during November and December and will have had some success this year when our sixth and seventh graders play Joseph Sears School.

During the winter months, we have activities such as body building, wrestling, volleyball and intramural and interscholastic basketball. This year, interested eighth graders will be allowed to practice ice hockey at Northwestern University with our high school team.

Spring sports include intramural softball, interschool baseball and some occasional track although we are handicapped by lack of track facilities. We enter baseball teams in the Winnetka Community League which plays at Skokie Playfield. Teams from all of the Winnetka schools are entered and it is a valuable community experience for all of the boys. We do not offer tennis and golf because these are primarily individual activities and boys of this age receive much greater benefits by participation in team games.

The Middle School teams are coached by their men teachers which provides for instructive relations outside of the classroom. The coaches know that one of the functions of the sports program, as of all other sectors of the curriculum, is to teach the boys self-discipline and they work with the boys with that in mind.

In recent years, we have been having difficulty in scheduling games with schools of comparable enrollment, but we have taken steps to remedy this situation. The Independent School League of greater Chicago, to which our high school belongs, has appointed a chairman to set up a Middle School athletic schedule for next year.

When we begin participation in league play next fall, we will probably have to make greater demands on the boys than we ever have in the past. We will no longer have the alibi that the competition has the advantage of numbers. We may even have to insist that boys cut their hair short enough so that it doesn't obstruct their vision!

We are constantly re-evaluating our Middle School sports program in relationship to the results achieved. We are always aware of parental preferences and believe that they determine the philosophy that guides us. Are we as demanding as we should be or as demanding as the parents want us to be? Would a program conducted with firmer guidance than we use now bring greater achievement than we have, or would it bring only temporary success and be restrictive in the long run? Our program has been influenced by a permissive philosophy for the last twenty years. If victories in athletics are a true measure of achievement, then operation under such a philosophy has not been too successful. Our Middle School teams lose many more games than they win even when they play teams from schools with comparable enrollment. However, we cannot make greater demands on our boys for more achievement unless the parents indicate that they want this kind of emphasis.

FEBRUARY CALENDAR

Monday, Feb. 6 – Lecture Series – Organizing the Ghetto
The Reverend James G. Jones, Jr.
Director of Episcopal Charities,
Diocese of Chicago

Thursday, Feb. 9 – Lecture Series – Life Under Seas
Dr. Dimitry Rebicoff

Monday, Feb. 13 – Lecture Series – Cancelled

Tuesday, Feb. 14 – Music Center Concert 9:10

Wednesday, Feb. 15 – School dismissed

Feb. 16, 17, 18, 19 – Washington's Birthday Holiday

Headmaster's Column

(excerpt from a talk to the Parents' Association.)

. . . About a hundred years ago, a man set off on a boat named "The Beagle," looking for data to support an hypothesis, and he came back with a book called "The Origin of Species." Darwin's effort to relate reality to myth, to take that lovely story of the origins of man that came out of the Bible and somehow tie it to what he saw in the world around him, resulted in what was probably the most important book that has been published in the last two hundred years. It introduced an era of speculation in which that which is dream, that which is romance, that which is hope, that which is, in sum, hypothesis, may be submitted to careful definition, to checking and testing to find out whether or not it is, in fact, true.

It took us, in the field of education, another third of a century to wake up to the possibilities of this kind of speculation in our own profession. The man who brought it home to most educators was a man by the name of John Dewey who said, "Whatever else you may think about him, that which you think about a child's education is important; what you know about what happens in the education of a child should determine what you do." To us, he seems to imply that what we think is important because our thoughts will produce hypotheses, what we already know will provide the necessary checks and balances.

Our question at the North Shore Country Day School over the years has been therefore, "Who has an idea?" We know we are short of perfection, but what are we going to do about it? You can't do anything until you have an idea. You must have an hypothesis – you must have a dream – and a dream is an act of intuition. It comes to you, not because you have gathered all the data, not because you have figured out all the thises and thats, but because you had an itch that had to be scratched. You submit this intuition first to discussion, and out of that discussion comes clarification of the intuition and, eventually, the beginnings of a search for those things that are true as opposed to those things that are not true that may have a bearing. Having done that, you say, "We have an hypothesis," and you submit the hypothesis to tests. Our methods are different in this century from a hundred years ago, different because of Darwin, different in education because of Dewey.

Our job at the North Shore Country Day School over the years has been to say, "Wherever the hope seems plausible, let's talk about it. Let's test it in conversation. Let's test it against our experience insofar as the experience applies." We have been committed to looking through a series of hopes and dreams to something which may be manageable, manageable in the sense that it can be written into a program . . .

Introducing the faculty

German classes in the High School this year are under the enthusiastic and able direction of MISS CAROL MUSSEY, a 1966 graduate of Wells College.

The daughter of a doctor and the oldest of five children, Miss Mussey grew up in Urbana, Illinois where she went to Urbana High School.

During the summer before she went to college, Miss Mussey spent two and a half months in Germany. "We had had an AFS student living with us at home for a year and then I went and spent the summer with her family. I guess I pretty well knew what my college major would be by the time I started at Wells."

It was through her mother, also a graduate of Wells, that Miss Mussey first became interested in the college. "And I loved the college my first two years. In my junior year, I went to Munich with a foreign study program under the auspices of Wayne State University. All of us who were fortunate enough to get into a dormitory lived in something they call a 'dorm complex' which is a coeducational dormitory, almost like living in an apartment. Munich is an exciting city and we had a great deal of freedom to organize our own lives. So when I got back to Wells in my senior year, I really felt confined. However, I had to work hard on my senior thesis, so it was probably just as well not to have any distractions."

Although this is her first teaching assignment, Miss Mussey seems already very much at home in her classes. Her obvious lively interest in her subject as well as her ready involvements with the problems and successes of her students combine to touch even the most recalcitrant. She finds discipline among the students in the High School, "like nothing I've ever seen before. They're so free. They say anything that comes into their heads. They speak the truth about how they feel about things. Of course, at their age, sometimes they don't know when to stop, and they can hurt.

(Continued on back page.)

INTRODUCING THE FACULTY -- (Cont'd.)

But on the whole, I think it's all to the good. Hard on the teacher, but good."

For a man in charge of a seventh grade boys' home room, sixth and seventh grade social studies and the Middle School drama activity program, MR. LEWIS DAVIS looks singularly calm and well-collected. Perhaps the numerous adjustments he has had to make during his life as the son of a naval officer, have provided him with more than average resilience.

Mr. Davis was graduated from Washington and Lee University in Lexington, Virginia in 1966 with a double major in political science and contemporary history. "On the side," he says, "I did a lot with drama. It seems impossible to me now, but I managed to work in ten or twelve shows in my freshman year." In the course of his college acting career, he remembers two high points, "I played Edmund Tyrone in "A Long Day's Journey into Night," and I won an acting award for my interpretation of Shylock in "The Merchant of Venice."

The Social Studies course which Mr. Davis is teaching in the sixth grade is centered around a study of World Geography. "We have a text book, but we can depart from it and we do. I have four areas I like the children to keep in mind as we go, as it were, around the world: political, economical, social-cultural and religious. As we move toward our final goal in the course, which is to look at the interaction of people with their environment, these four categories will guide us until we can see how they ultimately merge to form a cultural whole.

"The same four categories create a kind of guideline for our study of American History in the seventh grade. We ask ourselves what the social forces were that prompted the explorers who discovered America, the first settlers, those who took part in the Civil War and even, perhaps, the drafters of the Constitution."

A talented and well-organized young man, Mr. Davis has much to contribute to the life of the Middle School community and we are happy to see him there!

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Miss Diana P. Harper
698 Blackthorn Road
Winnetka, Ill. 60093

february '67'

The School Bell

LIVE AND SERVE

Vol. XXVIII, No. 5

A news letter to parents of the North Shore Country Day School

Tim Bannon Brings New Methods To Science Study

Since the early part of this century, when learning and memorizing were considered synonymous, the emphasis in education has been shifting away from learning by rote to learning how facts are discovered and how to make use of them for further investigation. One reason for such a shift is the growing awareness that learning all the available scientific information is hardly a task worth undertaking. It is highly unlikely that in any number of years of school a student could master any significant portion of what there is to know. More importantly, many things that are thought to be true now, might prove to be false in the light

of new evidence. In the fields of nuclear physics, molecular biology, astronomy and anthropology, to name just a few of the better known instances, hardly any theory is sure to withstand the continued attack brought on by the uncovering of more information. We must always be ready to change our notions of what is "true" in order to do justice to the perceived facts in the most logical way.

In addition, it is apparent that information discovered by the student himself is more easily retained and is more significant to him in relation to other information. Therefore, the emphasis in education today is on teaching the experimental method, requiring the student to collect evidence through experiment and judge the worth of the evidence by himself. In this way, a student learns to accept many things tentatively, pending further inquiry, and to maintain an open mind when there is insufficient evidence. He learns not only the facts pertinent to the subject being investigated, but gains an understanding about how to use the information he has to acquire more. In my estimation, the value of this approach in learning science cannot be over-estimated and it is with these thoughts in mind that Lower and Middle Schoolers are taught Science.

Each grade, from the first through the eighth, studies from books which are written with the investigative approach in mind. Correlated with the text are many demonstrations that the teachers can do and many more experiments and investigations the student can perform for himself, either at school or at home. The books raise many more questions than they answer and the students are encouraged to answer questions on their own. As much as possible, the grade teachers go through the books with the children while I go to each of the Lower School Grades once a week, giving the children an opportunity to see and use equipment to which they might not otherwise have access. The experiments and demonstrations I do are either those suggested by the books or something unrelated that I think might be interesting and worthwhile. Sometimes the grade teachers may wish to do a unit on their own, in which case, I help out wherever I can. In all cases, the emphasis is on encouraging the student to ask questions and judge evidence in order to find a reasonable explanation for what he sees, feels, hears, smells or tastes. For example:

a) Third graders have recently carried out various investigations with ice cubes, trying to find out what causes ice to melt, discovering differences in heat capacity, finding out how heat is transferred, discovering which has more heat, a lot of cold water or a little hot water.

b) All grades have done work with scales and balances, with cubes of identical volume but different weight, with containers which appear to be identical but smell different and do not weigh the same. The purpose of this particular work was to introduce standard units, concepts of volume and density, problems with more than one variable quantity, and to begin learning to use all senses to gain information with which to solve a problem.

c) Fifth graders have been choosing and carrying out their own investigations with varying degrees of success. Despite success or failure at what they were attempting, most students have become skeptical about "what the book says" about various "simple demonstrations" with "obvious conclusions."

Further enumeration of what specifically has been done in the Lower School would be irrelevant to the whole point of the program. How many facts the children learn is of secondary importance. If the teachers can provoke a lively discussion and the students are encouraged to conduct inquiries when they want to, they will master more facts on their own than if the facts were selected for them. Therefore, if the discovery method is handled properly, with sufficient structure to maintain discipline, the pedagogue can have his cake and eat it too. The child learns how to learn, enjoys learning by "fooling around with stuff," and in the process, masters a great deal of material he is not likely to forget.

There are, to my mind, two major reasons for beginning such a program in the lower grades. First, the children of that age are as receptive as they'll ever be; they learn quickly, are enthusiastic and are usually relatively unaffected by social problems and other distractions. Second, children who have only been asked to memorize, or have had the opportunity to discover by rote, (e.g., "watch the air pressure push the egg through the neck of the bottle,") are at a disadvantage when they are asked to conduct a thorough investigation by experiment. Whereas a Lower School

student can judge with an unbiased mind and suggest a great many alternative solutions to a problem, Middle School students are already limited by what they have read and been told. In addition, after a demonstration, a Lower School child can suggest several types of experiment to answer whatever questions arise, a Middle School child will usually offer his ideas as to why whatever happened did happen, and then demand to be told the correct explanation. With training from the elementary grades onward, I feel all students could and should get into the habit of testing their hypotheses by experiment, relying for their conclusions only on evidence and straight thinking.

At present, for lack of time, organization, personnel and coordination, the system does not work as well as it might, However, this year has been better than the last two, and in both the Lower and Middle Schools, the science program is continuing to zero in on the goals that have been set.

It is with the deepest regret that we announce the death on February fourth of Perry Dunlop Smith, Headmaster Emeritus of the North Shore Country Day School. A copy of the Memorial Service which took place on February seventh, will be sent to all alumni and friends of the school. A memorial fund has been established and gifts may be sent to the School Office, 310 Green Bay Road, Winnetka, Illinois.

Introducing the Lower School Faculty

Cheerfully manning the desk in the Lower School in the morning and in the Middle School in the afternoon is MRS. MEIGS THORSEN. "I wish I could give you a job description," she says. "I take all of Mr. Eldredge's dictation and answer the phone, of course. And I take notes in the faculty meetings. But it's everything from bandaging cuts to reading aloud to a child – and I love it."

Mrs. Thorsen was graduated from Wisconsin University with a degree in English Literature. She took her secretarial training at the Moser School in Chicago and, with time out here and there to launch her children, has worked ever since. Her most recent job was in the commercial loan department of the Harris Trust Co. Mrs. Thorsen lives in Northfield with her four children, two boys and two girls ranging in ages from sixteen to six.

For MRS. JOE BOB TILLOTSON who teaches music in the Lower School and to the sixth and seventh graders in the Middle School, 1966 was a big year. She received her Master of Music degree from Northwestern in March, was married in May and started her first year of teaching at the North Shore Country Day School in September.

"Since it's my first year of teaching," Mrs. Tillotson admist, "I am, of course, learning a lot from the children. Still I have some definite objectives in mind and so far I'm pleased with the way we are getting on with them. Principally, I am trying to help the children to feel familiar with classical music. I do this in many ways such as, of course, listening and singing. I use programme music or music with a story so that they will have a visual image to support what they hear, and I am introducing them to recognizable melodies that appear in big compositions like symphonies. If they are familiar with a melody, they can follow its recurrence throughout a piece of music and almost without knowing it, they can become comfortable with the whole thing."

To those of us, who heard her interpretation of the solo part in Poulenc's "Gloria" which was sung by the High School at Christmas time, it is obvious that Mrs. Tillotson is a gifted performer as well as an enthusiastic teacher.

MRS. LAWRENCE GOLDSMITH, unruffled by the tradition of instant motherhood left to her by her predecessors, is hard at work with the five-year-olds in the Senior Kindergarten.

Mrs. Goldsmith was graduated from the National College of Education with a major in Education and a minor in English. She did her practice teaching with a kindergarten in Skokie and the third grade in Glencoe.

"And I liked the third grade, but I really love these five-year-olds. They want to learn every-

(Continued on back page.)

thing and they come to it all with such freshness. The pictures they draw and the things they say are a constant surprize and delight to me."

Mrs. Goldsmith began her career at NSCDS as an assistant in the Kindergarten, five days after her graduation from the National College. She was married in June and is happy that her husband, who is studying to be a dentist, has no objection to her working. "Right now, I'd like to do this forever."

MISS FLORENCE HARMON, intent on individualizing instruction for twenty-two highly diversified third graders, was graduated from Smith College in 1965 with a major in English and a minor in History.

During the course of the following year, she studied for her Master of Education degree at Harvard where she had experience teaching in the fifth grade at a conventional elementary school and in the primary level of the Horace Mann School which is ungraded. "Horace Mann was a fascinating experience. An ungraded system is really the individualization of education carried to the furthest degree. I realize how much experience it takes, how much close familiarity with the curriculum and the materials of a given school, but it gives you an ideal to work for in any educational situation."

Miss Harmon grew up in Highland Park where her family still lives, but she is at the moment living in the Old Town section of Chicago with a fellow Smith graduate, also a teacher.

CALENDAR OF EVENTS FOR MARCH

March 3	Friday	Chicago Woodwinds – 10:30
March 10	Friday	Educational Lecture Series Dr. Laura Bohanen, "The Natural World of Witchcraft" – 10:30
March 16	Thursday	Opera Matinee – 2:30
March 17	Fri. Eve.	Opera – 8:30
March 18	Sat. Eve.	Opera – 8:30
March 22	Wed.	School closes for Spring Vacation (see separate mailing for specific time)
April 6	Thursday	School re-opens

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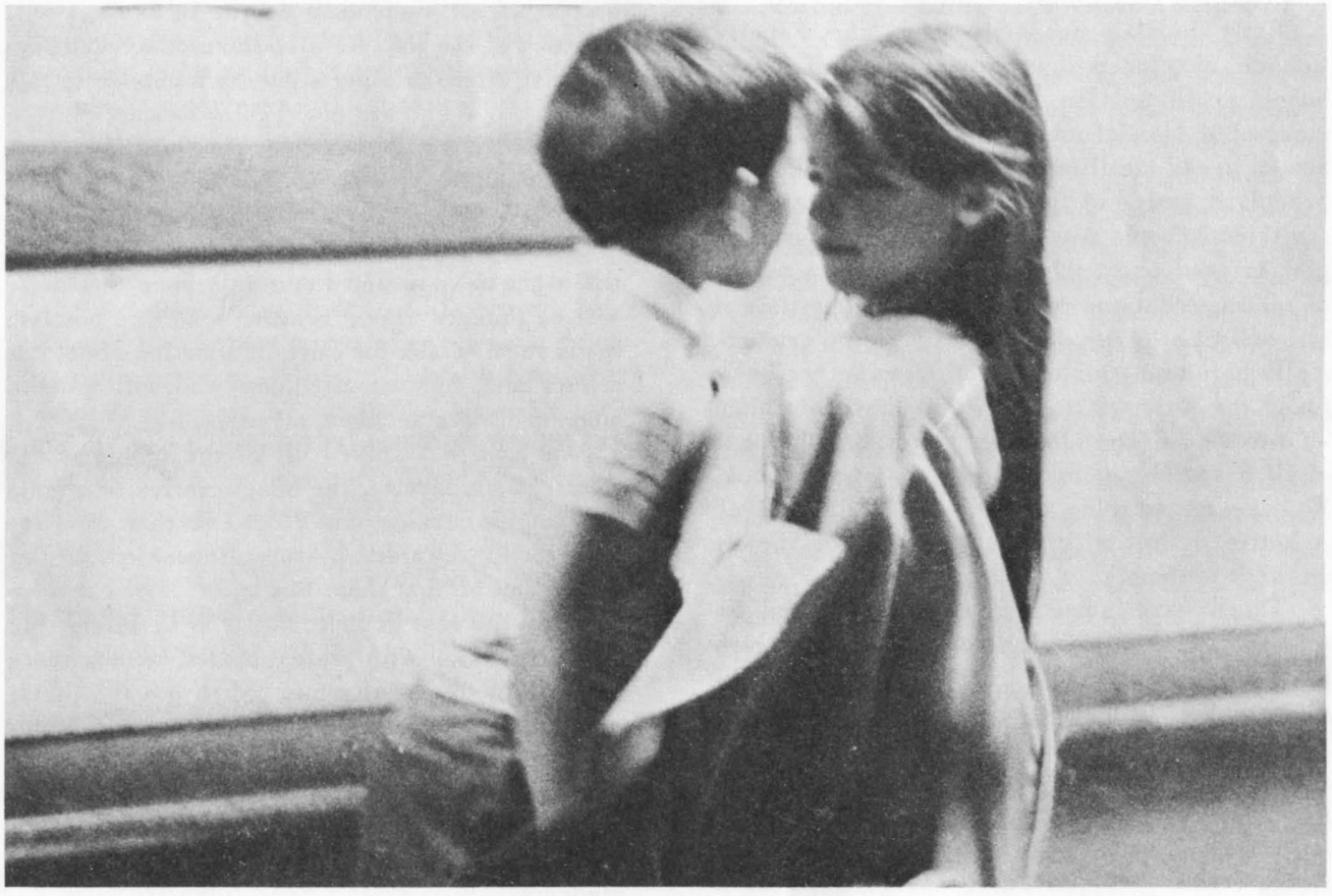
The School Bell

LIVE AND SERVE

Vol. XXVIII, No. 6

A news letter to parents of the North Shore Country Day School



Nat French Reports On Sex Education

During the last academic year there were many discussions within the faculty about the need for a program in sex education which would better prepare our students to face those problems in human relationships which are strongly affected by human sexuality. There is something wrong with this word "sexuality," something unattractive about it, but it is difficult to find a better term. It is used here to mean much more than genital sex, to include in its meaning all of those human relationships in which mankind in social forms recognizes differences between men and women in our society.

NAT FRENCH REPORTS--(Continued)

A committee of parents and teachers which included a pediatrician, an anthropologist, a psychiatrist, a clinical psychologist and others, met on four successive Wednesday evenings in May to define the problem in its current garb. There were on that committee almost as many views of the subject as there were people (something more than forty) but they, none the less, reached a conclusion which was stated in the form of a recommendation to the faculty. Those recommendations were far less than a perfect expression of each of the views held by those who met, but they did serve the faculty well.

Early in this academic year, the Faculty Council concluded that the interests of Lower School children are somewhat different from those of Middle School age, and again, the Middle School needs are different from those of the Upper School. A series of faculty meetings in each of the three schools was scheduled to discuss the problem and each school has come to a series of recommendations which together constitute a full school program. It should be stated emphatically here that none of us believes that we have found the ultimate truth, that we have not been able to choose the ideal text materials, the best of all possible moving pictures, the perfect book. We have agreed to do what we can while we seek a better definition of the problems and better answers to them.

There were some conclusions reached by each of the three faculties which were common to all of them. Foremost among these is the conclusion that our most important efforts will be a continuum rather than an innovation. In short, respect for one's fellow man, compassion for mankind, responsible behaviour, a willingness to accept personal restraint in the interest of the common good, an acceptance of self as a social animal – these tenets have long been basic to the School's philosophy and continue to be its best hope as it approaches human sexuality as a problem for youngsters. Taking turns on the Kindergarten tricycle, Seventh Graders helping in the Kindergarten, Eighth Graders putting on a Halloween play with the Second Graders, Work Day and the opera, are all social experiences through which the School makes an effort to help its students to find themselves members of a community, members who play an active part in that community.

Second, one finds in all three divisions of the School a commitment to literature, to the fine arts, to history as avenues to an understanding of man's individual place in a social order.

Third, as a faculty we accept the responsibility to answer frankly, openly and factually any questions put to us by students about male/female relationships.

Finally, we are agreed that throughout the School we must be willing to teach and reteach the biological facts of reproduction. Animals in the Lower School; diagrams, films and books in the Middle School; and, in the Upper School, requiring of all students a course in Biology will do much of the job. We also have concluded that we must offer the older students a chance to talk with doctors who are not regular members of the staff and to whom they may put questions they might hesitate to ask of a teacher whom they see daily.

There is, of course, more detail which some will want to know and I certainly hope that there will be parents whose concern with this problem leads them to ask for more information about our efforts and, best of all, some who will want to suggest "ways and means" to us.

We have not solved all of the problems but we are, as a faculty, the beneficiaries of a good deal of discussion and I believe that we have been richly rewarded by this discussion. It may or may not be that there has been "a sex revolution" in the last decade, but it is certainly true that discussion with professionals, with parents and within the faculty has led to a much better understanding of the new ways in which our young people see relationships between men and women and I think there is good reason to hope that the School's program in sex education can make a real contribution to the lives of our students.

Nathaniel S. French

CALENDAR OF EVENTS FOR APRIL

April 13 Thursday Lecture Series – Mrs. Bohanen – 10:30 a.m.
April 15 Saturday Upper School Dance
April 21-22 Friday & Saturday Faculty Play – The Wild Duck – 8:30
April 26 Wednesday GAA Banquet – 6:30
April 27 Thursday Lecture Series – Father Jones – 10:30 a.m.
Memorial Day Holiday – May 27-30 inclusive.

Introducing the faculty

When the boys and girls in the first and second grades and the girls in grades three through twelve, go out to play, their activities are organized and directed this year by MISS PAMELA BENT.

Miss Bent grew up in Greenwich, Connecticut, was graduated from Miss Porter's school in Farmington and Hollins College in Roanoke, Virginia.

Although she majored in History of Art at college, Miss Bent's early interest in the outdoors, ("we lived in the country in Greenwich and I liked to be out running around in it as much as possible"), kept pace with her academic involvements. Three summers of teaching tennis at a camp in Maine further influenced her to think seriously about physical education for girls. "I liked the life, of course. What could be better than Maine in the summertime? But I also very much enjoyed the children and the kind of responsibility I was taking for them in the program of the camp."

Miss Bent first heard of the North Shore Country Day School through her physical education instructor at Hollins. "Don't ask me why I came to a school in the Middle West. Probably for the same reason I went South to college. I just wanted to spread out a little. You can get so you think the East Coast is the whole United States."

For her High School girls, Miss Bent would like to accent a program with built-in diversity. "By the time girls get to High School, they have probably pretty well decided whether they like athletics or not. The ones who do, will work hard to get on the Varsity teams and they, of course, are the easy ones to plan for. For the ones who feel negative, you have to keep looking for things they'll enjoy doing, no matter how strong their prejudices may be."

In the Middle School, she looks forward to encouraging some interscholastic competition. "Competition with other schools should sharpen their interest in learning the skills they need to have for high school. It would help them, too, to develop a team spirit that would go further towards teaching them how to work together than anything I could say or do."

In her department, Miss Bent likes to run a tight ship. "I believe in discipline and when the girls come over here, they know what I want and, for the most part, act accordingly."

From her bright, new office in the girls' gym, Miss Bent is organizing a girls' athletic program with a slant that is equally bright and new.

"It seems to me that the study of Anthropology will do two things for the Freshman student in high school; first, it will give him an invaluable perspective on recorded history as he studies it through high school and college, second, but not less important, it will help him to understand himself as a physical being in a social environment."

MR. EARLE CARLSON speaking, director of the anthropology course that was introduced last year to the curriculum for Freshman students.

Mr. Carlson was graduated from Northern Illinois University in Dekalb. For two years following graduation, he taught junior high school classes in Highland Park. He left Highland Park for Evanston High School where he taught for five years in the high school's Combined Studies Program which includes courses in English and History. He devotes his mornings this year to teaching at NSCDS, his afternoons to working for his doctorate in Anthropology at Northwestern, and his evenings to his wife and three children in Skokie – a schedule he hopes to continue at least through 1967-68.

Mr. Carlson points out that the Freshman student who knows that Man has always been an organizing and social animal will make judgements about the significance of certain historical facts as he meets them, within that framework. "And when we give him, as a Junior, a complicated piece of literature concerning a social or personal problem with which he may have no first hand experience for reference purposes, he will still, from his study of anthropology, know certain things about the nature of social man that will help him to understand what he reads.

"Take for example, the orations of Pericles and think of the richness and meaning they might have for the student who knows how the Greek society functioned, how the families were set up, who the citizenry actually were and so on."

Clearly a competent and experienced teacher, Mr. Carlson brings a kind of enthusiasm to his subject matter that must be contagious in his classroom.

MR. FRANK ZEBELL, from his office on the lower floor of the Arts Building, must be pre-

(Continued on back page.)

pared, like an octopus, to reach in many directions at once. As Superintendent of Buildings and Grounds, he organizes the crew whose main job it is to keep the school buildings and their surrounding acres in good order. As a former contractor with many years of experience in the field, he is currently interviewing active contractors, preparatory to laying the ground work for remodelling Leicester Hall.

As a teacher, he supervises students in the sixth and seventh grade workshop activity, he teaches Design Drawing to the ninth grade girls and Mechanical drawing to the ninth grade boys. Architectural drawing is a field in which he stands ready to serve on request. "I have from five to seven classes a day for four days, but on the fifth day, I can spend my time catching up the loose ends in the other areas," he says. And at that point, the phone rings and he makes note of a request for someone to clean up the boys' bathroom in the lower school. "I don't answer that phone if I'm having a class. You see, I have all the tools out and the students are permitted to use them all except the table saw which is too dangerous. If I were to answer the phone every time, it rang, you can imagine – chaos."

Mr. Zebell became a contractor in order to support his family of four children through college. In his spare time, he taught handicrafts at the YMCA in Park Ridge as well as special courses in Aquatic Skills. His oldest son, a graduate in the department of Geology at the University of Illinois, is at present a captain in the artillery in Vietnam; his oldest daughter, also a graduate of the University, got her degree in Zoology, is married to a professional photographer and lives in California; his second daughter, Susan, will graduate in June with a degree in languages, a Russian major and German minor; and his youngest son will enter the Junior class, again at Illinois, hopefully with a track scholarship. It is a family record of which any father might be proud! And we, at North Shore, are delighted to have someone so competent and experienced in so many ways included on the Staff.

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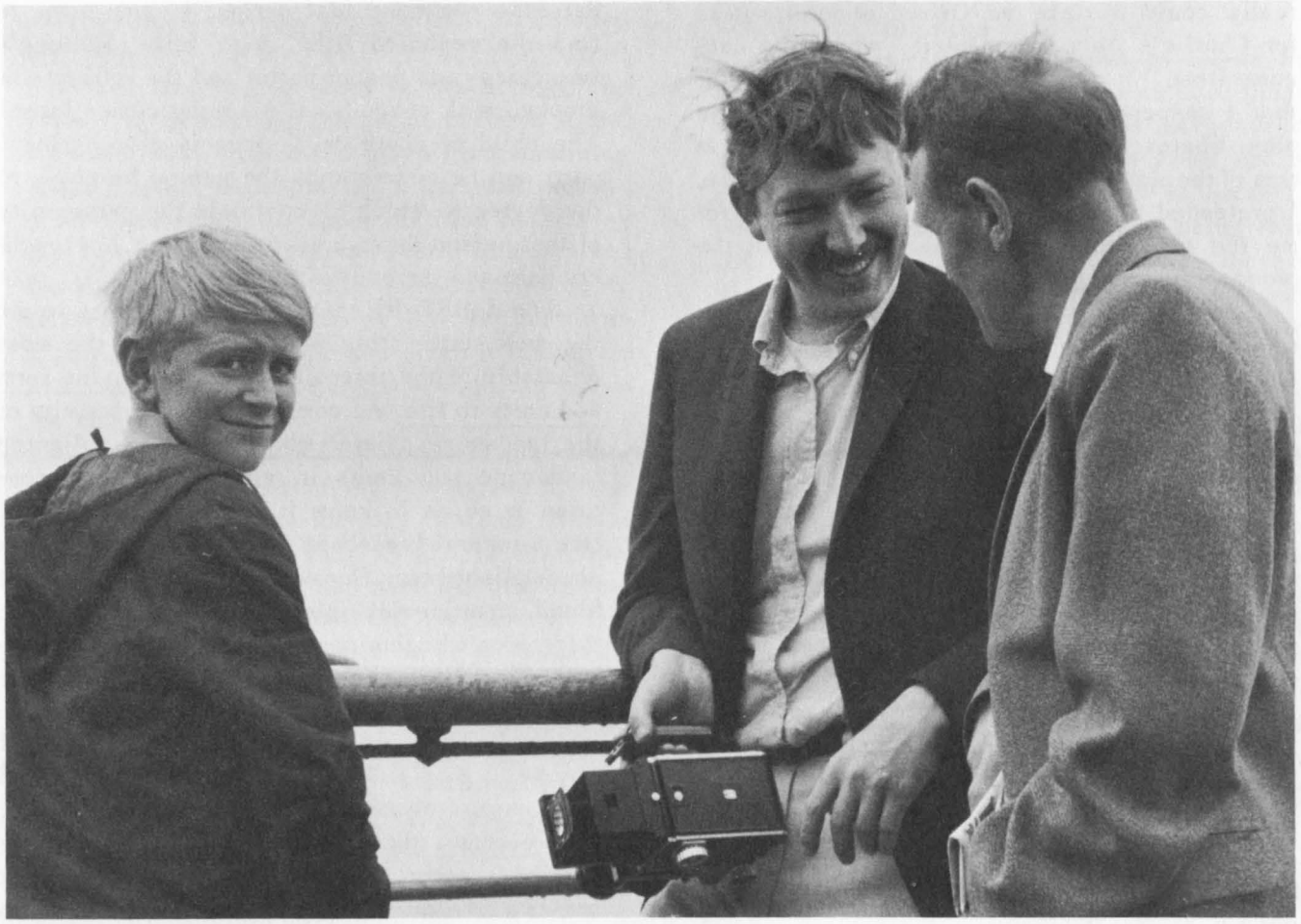
The School Bell

LIVE AND SERVE

Vol. XXVIII, No. 7

A news letter to parents of the North Shore Country Day School



Frank Wallace: Let's Pretend

I am repeatedly astonished at the length of time children can spend in a world which they invent and destroy from minute to minute, inhabited by personalities and devices which so easily escape the observer.

What interests me most about this endless activity, however, are the changing ways in which it is manifest as a child grows. Perhaps pretending never ceases in a child's life, but only at the time when a child ceases to be a child. Certainly we don't call someone twenty-six who lives in an imaginary world with imaginary playmates shooting imaginary disintegrator rays a child; we call him psychotic. We apparently agree that there is a time for play and a time for it to be over. But I wonder if pretending isn't too important to be ended along

with childhood; if what we actually do isn't to find new ways of pretending, ways that are socially acceptable and that are constructive to our social relationships in a world where we must face what we call "real issues, real concerns, and responsibilities."

Early this fall I spent a good deal of time pretending myself. I went to Ravinia four times; I pretended with Dylan Thomas that I saw the sun rise, the day pass and the sun set on Milkwood. I pretended with an incredible clown in a great black dress and with a wig that people really could mistake an Oxford underclassman for Charlie's Aunt from Brazil "where the nuts come from." It could be said, in the vernacular, that I suspended my belief for the sake of the play. Whatever it was I did, I didn't for the duration of the play question the actions on the stage. I pretended along with the actors who were for me the real people of a real world behind the proscenium arch.

Let me extend this suggestion to say that what are pretending and playing for a child alone and become (as he discovers other children) the activity of pretending together, become as children become young men and women the activity of role playing or of acting.

But what are the motivations for any of these activities? There can be little doubt that they spring from a need within us and that somehow our growth is enhanced by them. But how? Let me suggest what seem to me to be some of the causes.

First, I think that we intuitively recognize what Dewey so laboriously drummed into the heads of the last two generations – that we appropriate meaning to our lives only through our experience of it. The most obvious example of the truth in this statement lies in the attempt of any child to experiment with areas of activity which have been merely explained to him. The young child will put beans in his nose, the older child will drive fast, the adult will smoke. The advice to each that he should not is, in a manner of speaking, good advice, but it is also detached advice – based on information outside the immediate experience of the person involved. In a pedagogical context the corollary of this fact is that students appropriate information (exhortation, fact giving, lecture) less readily than they do an experience in which the information is given a context. Consequently the energies of imaginative educators should be devoted to conceiving learning patterns where the student discovers for himself, through his own experience, the material of the course.

A SECOND REASON for pretending seems to me to be the necessity to create situations which cannot occur in the real world but which we must understand and experience in order to grow. An obvious example is the child who plays at being a mommy or daddy. Less obvious, but none the less real, is the adolescent couple who take someone else's baby for a walk. I had such a couple stock my kitchen and wash my dishes one Saturday afternoon last spring. I came home to find the cupboard filled with Jello, Kellogg's Crunchies, and peanut butter and the refrigerator stocked with coke. (Meal planning comes later.) The child or youth on a stage is also acting a part; and he understands the person he plays to the degree to which he confronts the personality of that person through his own reading, his teachers help and the audience's response.

The THIRD REASON for pretending is to me the most interesting and yet perhaps the most debatable of the three. I will call it giving form and unity to life and compare it to the activity of the landscape painter who studies an unlimited landscape and limits it, gives it borders, contains it so as to know it. An individual's life, like a natural landscape is a process and not an accomplished fact. Our actions at a given moment blend unnoticeably into the next and the next; there aren't beginnings, middles and ends; there isn't the chance to step back as an objective observer and see cause and event while we are involved. The objective of the artist very well may be to provide limits, order, organization and to substitute an aesthetic whole for process. So, too, perhaps the objective of the English or History teacher. More specifically to the point are two examples from my own experiences in teaching Shakespeare on the stage: The first involved a boy who was playing the role of Prince Hal in a Morning Exercise presentation of the Boars Head scene from Henry IV, part i. Prince Hal is the prodigal son of the dying King Henry IV. His nights are spent with robbers and sensualists and his mornings in recovering from his nights. The scene we were playing involved such a night and came to a climax in the acting out of a scene within the scene; that is to say, Falstaff proposes that he play Hal and that Hal play the King. Hal climbs into a chair on a table and

Falstaff kneels. Within the scene, as it had been directed, there was a moment where Hal was to lift a pillow (representing the crown) from his lap and put it on his head. At one rehearsal late in the production the boy who was playing Hal suddenly discovered the character he was playing. Those watching were very much impressed – I among them. Then the acting scene came and he began to put the pillow on his head but stopped. The scene proceeded and he remained uncrowned. Everyone understood what had happened. The boy explained later that he had discovered suddenly that it is at this point Hal realizes he is unworthy of the crown. By examining the rest of the play we could see that indeed this was a changing point in the action. The event was an exciting one to me because it had a double twist. Prince Hal discovered something about himself while playing a part and the boy discovered something about the play by playing the Prince playing the part. While he contained his life momentarily within limits, Hal was able to step back and see himself in it. He had taken a piece of the landscape and given it limits. He had pretended to be the king and suddenly known the king's feelings.

The second example occurred in the classroom when we were studying Hamlet and discussing the play-within-the-play wherein Hamlet attempts to trap the king. A girl in the class suggested that Hamlet had used the play to represent to himself the murder of his father so that through his new experience of it he would be moved to act. Her discovery was as exciting to me as it was to her.

Perhaps children have an insight which is forgotten at adolesence and which they have to rediscover. And that is the insight that people appropriate things to their lives and are changed by experiences which have involved their whole being – indulging no part to the sacrifice of another – not the mind to the emotion or the movement to the mind. A child's insatiable desire to pretend, to become a part of the things around him, to imitate life (as Aristotle described it, being not even a child psychologist) provides continual opportunities for the Lower School teacher who can then inform, direct, and give content to this pretending. The teacher in the Middle School and Upper School has at his disposal the readiness of his students to involve themselves, to respond, to feel and generally to participate in what they are doing. For the teacher of literature and history in particular the playing out of situations is one of the most fruitful of class activities.

These descriptions, organize and label them as you will, are really no more than descriptions of what each of us knows intuitively. The teacher's technique may be as informal as a reading or improvisation in the classroom or as structured as a mime or performance. Whatever the case may be, his goal is to substitute experience for information, his subjects are his pupils and his materials their natural desires to imagine, to create, and to pretend.

Frank Wallace

Headmaster's Column

The nature of the Council in both Middle and Upper Schools is determined by our belief that we can educate children to play an active and effective part in our society. We expect youngsters to share in the management of the School community in order that they may learn to be responsible and in order that they may learn how to become effective leaders in an adult society.

The tools of leadership lie in the realm of persuasion; rarely, if ever, in the realm of power. A business leader, a civic leader, a university president must rely upon the power of persuasion and this children need to be taught.

Persuasion varies in its forms, of course, but the School's primary concern is with such fundamental personal characteristics as independence of thought, the moral courage to stand and be counted, the willingness to listen to another's point of view, to disagree without being rude, the intelligence to design a program, the persistence to carry through with a plan, and many a lesser ability. These are the skills on which true leadership depends.

This is not to say that there is no element of power in leadership because, of course, there is a good deal of influence and persuasion which attaches to rank or status. This, however, is not something which needs to be taught to children. They understand it immediately from their own experience, and we give them no recourse to threats and penalties. We know that this does away with a good deal of hurt which comes when children devise and operate a police state (reread Golding's Lord of the Flies). But more than this, we know that we are helping them to develop the deeply demanding skills of true leadership.

Nathaniel S. French

THANKS!

To Herb Comess for the pictures in the June, October and March issues of The School Bell.

To Frank Wallace for the picture in February.

To Bill Harper for the pictures in November, December, April and May.

IN YOUR FUTURE:

Two mailings of great importances on:

The Summer Arts Program

The Woman's Board Trip to Russia

CALENDAR:

May 12 10:30 am – Woodwind Concert

May 17 8:00 pm – Mr. Maldonado, who will be the guide for the tour of Russia sponsored by the Woman's Board, will provide further information on the trip and answer questions. In Walling Hall.

May 19 – Senior Play

May 24 – May Day (May 25th, in case of rain)

May 27 - 30 inclusive – Memorial Day Holiday

June 16 – Commencement – 3:30 pm

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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October '67

Annual Report
of The Headmaster

The School Bell
Vol. XXIX, No. 1

This report of the School's forty-eighth year makes no claim to balanced judgment nor to inclusiveness. Rather, it is an attempt to describe the process of change in the School. In doing so, it neglects much of the sound and often superb teaching which was the basic fare for all students; it also neglects much that is honored tradition. It seeks to make clear how the School grows, its responsiveness, its questing, as it approaches its own half-century mark.

VISUAL STUDIES

Not long ago, educators assumed that man ordered his experience in verbal abstractions. Thus, they taught in the schools what would best develop his verbal intelligence, requiring Greek and/or Latin to strengthen an understanding of the words on which his intelligence rested. An A. B. degree was granted only to those who knew these languages. Literature and history were then, as now, central to the school's verbal curriculum. Near the end of the study was mathematics, which has long

been accepted as a precision instrument capable of accurate description of spatial and quantitative relationships. We still believe the verbal and mathematical abstractions to be among the best tools of understanding, but to these we have added others.

Music, particularly its sacred literature, has held a place of honor in interpretive human experience and, in the last generation, is increasingly a study expected of all students. It is now well-entrenched and accepted as an appropriate academic study.

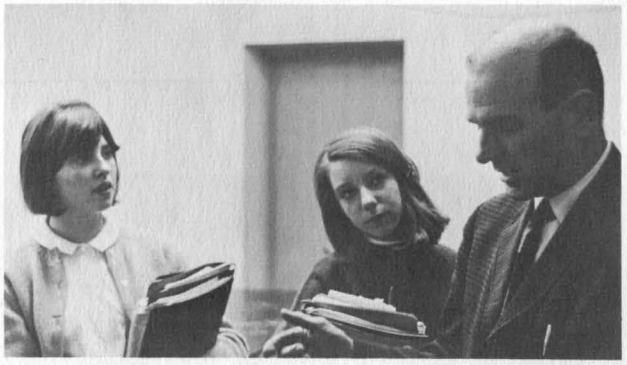
As we expand our knowledge of the means through which man interprets his world, we come more frequently to the proposition that visual impressions lead to a kind of visual organization, perhaps even to visual thought, which can improve man's comprehension of reality. In our most recent year, we have launched an attack on this problem about which we can be more enthusiastic than explicit!

Supported by a grant from a generous benefactor, the Art Department, with extra help and some new materials, was given five weeks of the Ninth Grade English course in which to introduce an approach to "VISUAL STUDIES." How does one delineate such a course?

> "The actual happening of things is characterized by flow, by something more nearly perfect than consecutiveness, a sort of incessant flowering. The logical faculties are not adapted to creative functioning within this realm. A mind is evolving further techniques for feeling its way toward the forms of the ultimate. It requires a language of intuition as well as a language of intelligence. The language of intuition is art."

Assuming, with Richard Guggenheimer, that art is "the language of intuition," the problem becomes one of fostering intuition while relating its fruit to a more verbal intelligence. The teachers undertook to introduce students to a series of separate visual worlds: the world of color, the world of shape, the world of texture, and the world of space. It is immensely difficult to explain how the students were introduced to these various worlds without, by the use of words, obliterating the visual experience. Nonetheless, the course was one of experience in which the sensory world was brought into focus by a series of exercises. For instance, students were given a tray full of colored paper rectangles and were then invited to depict, in color, such ideas as Monday, grandmother, love, and even self. On another occasion, they were invited to reexamine space by walking from the playing field to the auditorium to a smaller room to a still smaller room and finally into a space little larger than a closet. On still another occasion, the student was given a chance to choose that geometric shape which came closest to representing himself.

It is tempting to hypothesize about the values of such a course. We recorded the critical discussions of each of the sections, and the tapes give more evidence of student enthusiasm than of precise values. There was general agreement that the course tended to break down the pat, the trite definition of "reality," tended to sensitize students to color, shape, texture, and space, and may have made a considerable contribution toward an understanding of the relationship between the rational and the emotional. On one point there was unanimity: that we should continue the course in the future.



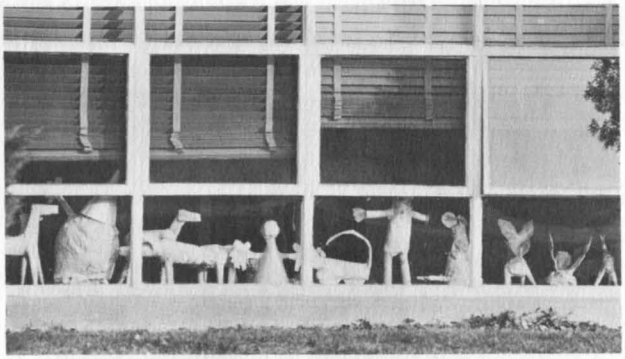
HISTORY

The School's history teachers have long separated the antiquarian's happy preoccupation with the past from the historian's organized study of the past, made in an effort to improve the student's ability to understand the present and to speculate about the future. United States History students in the senior class spent a good deal of time in the fall of 1966 working actively with political candidates and attended some seminars held at School by working politicians. As volunteers in campaign offices, they were given a chance to see at first hand the thought and work that goes into a contemporary election. Reports of their experiences included a description of the specific activities of the campaign, presentation of the local and national issues involved in the election, the nature of a political campaign on the North Shore, and an analysis of the stance taken by the particular candidate for whom the student worked. It was not to be expected that they should have come to know a Thomas Jefferson or an Abraham Lincoln through study of these political efforts, but it may well be that they learned more about politics then they would have come to understand from the study of the election of 1824.

Other seniors made studies of open housing in the real estate business, or joined and worked with the Northeastern Illinois Planning Commission, Community Services in Uptown, or the John Birch Society. Again it seemed that they had learned more about social processes from these experiences than they could have from reading.

This is not to imply that the History Department has adopted a study of process and method as its primary objective. We still believe that a youngster's vision of greatness may well come from his

study of history. We still believe that some of the great issues of all times are best understood in historical setting. We still believe that an acquaintance with the past is useful to those who would understand the present or influence the future.



MAY PROJECT

An education conceived as an effort to give young people the experience which will free them to realize their own best individual powers within the demands of a society can, by its own definition, never reach an adequate goal. It stretches, it seeks, it makes its demands, and it fumbles. One effort made in this last year seems particularly pertinent to the last stages of secondary education.

In January, the faculty asked the seniors to begin to form their individual plans for freedom they would be given in the month of May. The youngsters were told that at least half of the courses they were taking would be completed by May 1 and that they would be given the rest of the school year in which to spend half or more of their time on projects which they chose with the assistance of a tutor chosen from our faculty. Necessarily, some of them would continue with courses which led directly into college level studies in the same field, and those who were taking college level courses here at School in an effort to gain advanced placement would need to continue with these courses until Commencement. Others could find three-quarters or perhaps full-time for projects of their own choice and design.

In the weeks between the first of February and the first of May, each senior chose a faculty tutor and refined his or her plan to a workable level. (This plan was soon named the May Project.) It was our hope that each senior would find this opportunity to design a part of his own education a valuable experience in independence and one in which he would learn to call upon the resources within the School as well as to reach beyond the immediate environment into the larger community. In fact, some did just this, reaching beyond the School into Chicago and as far afield as Appalachia and Denver.

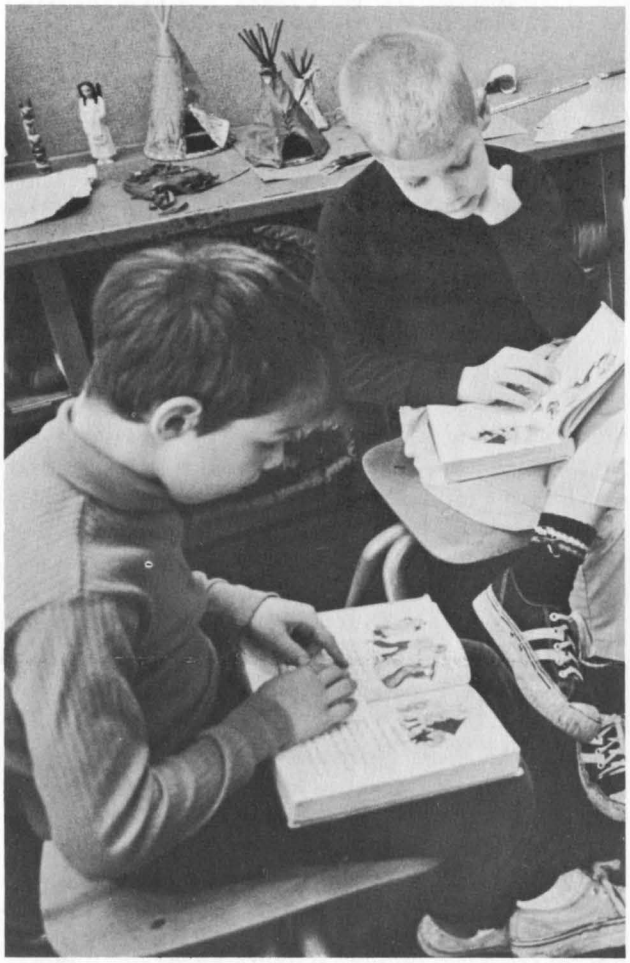
The variety and scope of these projects were exciting. There were students who devoted their time to painting, some who worked in advanced chemistry, and five of them produced an outstanding dance recital. A group put on Pirandello's *Henry IV* and, at the end of the performance, invited the audience to take part in a forty-minute critique of the play. Some worked in the inner city with the Chicago Mayor's Committee For Youth Welfare, and others with the Chicago Urban Project; two worked in radio and television, and one devoted her time to computers. Each student kept a journal which was discussed from time to time with the chosen tutor and, at the end of the project, wrote a critique of the experience. A girl working in the Headstart program in Chicago observed: "Jimmy was playing in the sandbox at the park. His English is quite choppy and he is definitely Puerto Rican looking. He had found a new friend, a little rich boy named Chuck who probably lived in the apartments on the Gold Coast. They were sitting in the sand building a castle together. The two of them couldn't have had happier expressions on their faces, yet had their mothers been there too, the situation obviously would have been totally negative . . . . At home they (the Headstart children) get very little attention as individuals, hence the problem is unique. They've yet to be loved and obey a group command at the same time. I'd be mixed up, too. Next year their teacher will expect a lot of them. She can't single out one child and explain why he or she must obey the rules. The teacher will kick the child out of school. (Irma and Tony are two such first grade dropouts.) If in Headstart they don't realize that adults in authority are understanding as well as strict disciplinarians, they will become antagonized and hostile toward authority . . . ."

From the same girl after a visit to the Juvenile Court: "The last case we heard concerned a seventeen year old girl (I could have sworn she was thirteen). She has a seven month old baby and had a miscarriage in April, both out of wedlock. She was living with her grandmother because her mother was in a mental institution. I guess she was charged with running away, or something. This was the kind of thing I had read about but never really understood. Now I know it is true and it is tragic." (This student and one other senior girl continued their work in Headstart during the summer as Vista Associates. They received special awards at Chicago Vista ceremonies in August.)

In the words of the senior boy who spoke at Commencement: "The May Project this year enabled the senior to concentrate his efforts in a single field that interested him most. Many students were able to put theories developed in class into practice for the first time by working in depressed areas in the city; another group held seminars on reading they themselves chose as an extension of classroom learning. These projects were highly successful and rewarding. This would not have been the case if there had been no intellectual curiosity and discipline among the students. The answers the students are looking for have not been found and some never will be. This may not sound like progress but in the

last year the Class of '67 has made an approach to the questions that have become important to them. The approach may have been unsophisticated but it has been ambitious and genuine."

From a faculty point of view, the May Project was a logical extension of our conviction that our best efforts must be bent in the direction of the development of a free, independent and competent adult.



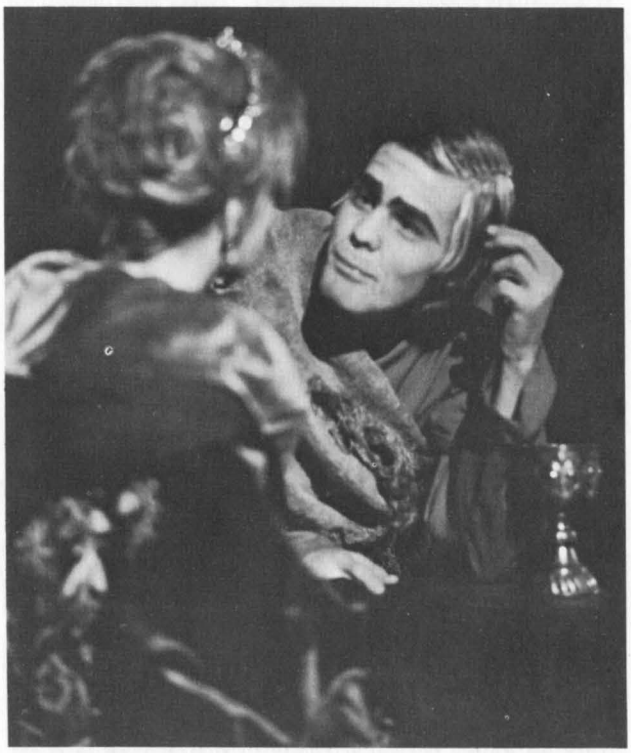
NEW AND OLD

A year ago the faculty, in search of ways and means for extending the scope and depth of sense of family in the School, sought to increase our common readings by choosing a series of books which would be read within a given period of time by students and faculty alike. The "Book of the Moment" may be required of some but is urged on all and is made easily available through the School store. This year's series included Lewis Carroll's *Through The Looking Glass,* The Book of Jonah from the Old Testament, and Saint-Exupery's *The Little Prince.* Each of these was widely read throughout the Middle and Upper Schools and could be discussed by teachers and students in the lunch room, in the locker room, or wherever they might meet.

The French Department suggested *The Little Prince* and required students to read it in French. As they have done so beautifully for a long time, they produced from this a dramatic and musical version of the story, and all of us had a chance to enjoy a Morning Ex performance of a book we knew. The dramatic, musical medium included eight songs in which both the lyrics and the music were original. This was an experience enjoyable to all and one which will long be remembered by those who made of this opportunity a personal experience.

DRAMA

In the earliest years of the School, Perry Dunlap Smith sensed the significance of drama to the development of young people. His personal efforts and his interest supported a growing opportunity and very nearly ideal stage facilities. The extraordinary expansion of dramatic opportunities and efforts in our forty-eighth year is, therefore, different only in degree – a difference he would applaud. To explore all the educational values of participation in a dramatic production requires an essay in itself as long as this whole report.



The topics in the essay would include a discussion of the value of dramatic literature and the way in which it separates the significant from the trivial and delineates the relationship between man and his society. It would also include sections on developing the competence to stand before an audience and a controlled effort to produce an effect, the development of concentration under pressure, and an appreciation of the imaginative and creative realms. I think Mr. Smith would have most wanted us to foster drama in the School as one of the better opportunities for youngsters to find themselves through its action and interaction. So often he urged on all of us the importance of understanding oneself and so frequently he asked of us that we know in our hearts the difference between the trivial and the significant.

Dramatic efforts in our forty-eighth year went back in source far into history when the Ninth Grade did *Everyman* in Christ Church Chapel at Christmastime, and came down in time to a variety of scenes written by students. The list of plays and their authors is too long to recount, but it is significant that it includes full performances, scenes, and adaptations from T. S. Eliot, Giraudoux, Ionescu, Anouilh, Ray Bradbury, Arthur Miller, Robert Frost, Pirandello, and a faculty play by Ibsen. If you cannot live in New York, come to The North Shore Country Day School!

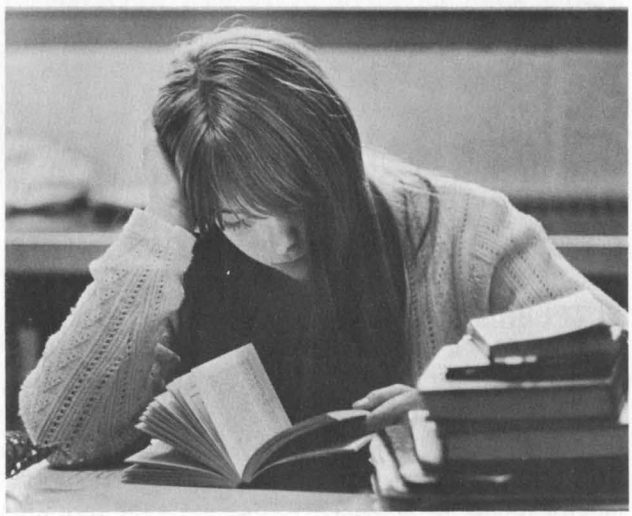
Comments from teachers which I find in my notes include: "The discovery that one person's reality may be completely unreliable" . . . "an insight into the complexity of sanity or madness" . . . "the existential discovery that drama means a relationship between characters which is constantly changing, and calls for intelligence and commitment from the actors" . . . "insight into theatrical devices, honest and dishonest. How we all use them consciously or not and how they sometimes succeed and sometimes don't" . . . and finally, a statement by a member of the faculty written for *The School Bell:* "We appropriate meaning to our lives only through our experience of it. The child or youth on the stage understands the person he plays to the degree to which he confronts the personality of that person through his own reading, his teacher's help, and the audience's response. A child's insatiable desire to pretend, to become a part of the things around him, to imitate life, provides continual opportunities . . . for the teacher who can then inform, direct, and give content to this meaning."

SEX EDUCATION

When the School year began, the faculty was presented with a report from an Ad Hoc Committee on Sex Education which recommended an extension of efforts which the School had been making for many years. Discussion soon made it clear that there were general criteria which applied equally to Lower, Middle, and Upper Schools, but, at the same time, there were specific considerations which were more appropriate for one age than another. As discussion followed discussion it became clear that the term "Sex Education" was difficult in that it connotes too narrow a view of the relationship between the male and the female, a view which would limit one's efforts to a study of reproduction. More important than the details of the program developed in each of the three divisions of the School is the fact that we returned repeatedly to our own basic tenets. Granting the need for exact information of the reproductive process, we found ourselves more concerned with attitudes than with facts and, in turn, found ourselves facing a professional problem long the core of educational thought.

Basically, the faculty agreed that compassionate responsibility grows in a youngster from a combination of experience and an explanation of that experience. In its simplest terms, it is clear that the sharing of a tricycle may well require of a five year old the restraint of his impulse to grab what he wants at that moment. The sharing of a jump rope may require of a twelve year old a scheme of a game in which each must allow the rights of the others. The game of hockey or football may require of a seventeen year old the restraint of a personal impulse in the interest of the success of the team. Beyond this, it became clear that there is more than restraint required of those who would contribute to a better life, a willingness to work for a common happiness.

As the year ended, we found grounds for confidence that discussions, films, and the generous efforts of a doctor who came to talk with older students had set us well on the way toward a better program of Sex Education. At the same time, we found that our need to extend the meaning of this term brought us to a conclusion that we should make an effort to offer our children an intellectual appreciation and understanding of the family as a unit of society.

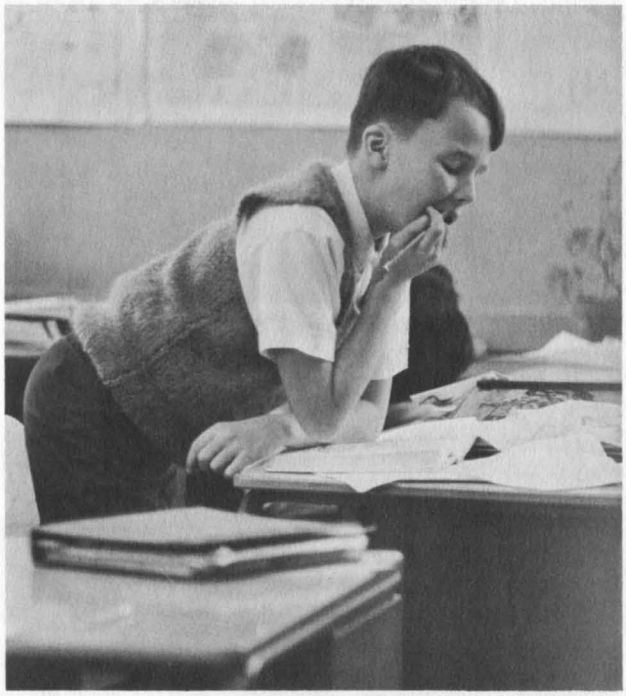


GRATITUDE

In June, I found myself free to announce to the School that a very generous man had given us the very best electronic organ that could be bought. We had looked at the possibility of a pipe organ and debated it long, for we could have purchased for less money an instrument which would have been first-class in its tone but limited in its range. It seemed important to explain to students that the choice of an electric organ was carefully made, but it seemed far more important that they should know that this gift came to the School as a measure of respect for a music program which has grown without the benefit of equipment. In short, the quality of their singing had earned for them the support of this magnificent instrument.

In an affluent society there seems to be no end to the things that one might ask for, but there is in all of us, slightly below the surface, the suspicion that deserving should precede the asking. The School deserved the organ.

Other things it also deserved and other things it aspires to earn. Countless individuals, and especially the Woman's Board, have extended themselves to give to the School. It is my hope that we may always be able to thank them proudly. Proudly – because we know that the faculty and students have demonstrated their interests and abilities to make good use of what is offered.



POTPOURRI

And perhaps you would like to know: One of our graduates came to Morning Ex and talked cogently and with feeling of his experience with the problems of the inner city . . . a retired member of the faculty came back to talk to us about his experiences in Kenya . . . a current member of the faculty talked to us about his two years of teaching in Ethopia . . . Virginia Deane was elected President of The National Association of Principals of Schools for Girls, the first individual not a headmaster or headmistress to be so honored . . . in the Science lab., a group of Ninth Grade boys developed a very effective workshop where they repaired and rebuilt radios and television sets . . . seniors attended evening seminars in English and United States History . . . the Varsity football team won 5 and lost 3 . . . the Varsity basketball team earned second place in the league . . . a potentially championship baseball team settled by a sore arm for a tie for first place in the league . . . five football, two basketball, and four baseball players were selected on the All-Star teams of the Independent School League . . . for the first time in our history, a track team won a meet . . . for the first time since the Fall of Rome, the girl's Varsity lost a hockey game and the conquerors came from a school whose head is a North Shore graduate . . . the Fourth Grade initiated a very good used-book exchange . . . the Vienna Choir Boys found time in their tour to spend a day with us, a day which stretched our language knowledge and our horizons . . . the Girls' Athletic Association has a new dress: it is now the Girls' Project Association . . . The Girls' Project Association offered their charms and abilities for a "slave day" in which members served as baby-sitters, car-washers, errand-runners, etc., and all their earnings were contributed to a treasury from which they draw to help others . . . Project 67 took students, faculty members, and parents to work with a church group on the West Side of Chicago Saturday after Saturday. They left in the early morning to work with the relocation of the church and the rehabilitation of its new "store front" quarters. As the work progressed, they shifted their energies to tutoring and games with the children of the church. . . . apparently, we were the only school in the Chicago area to open after the big snow on January 27. Classes were impossible, but the 26 students and 14 teachers who arrived were allowed to inscribe their names on a parody of Shakespeare's Henry V's St. Crispin's Day speech:

"This North Shore story shall a good man
teach his son
And January 27 shall ne'er go by
From this day until the ending of the world
But we in it shall be remembered –
We few, we happy few, we band of brothers
For he to-day that trods the snow with us shall
be my brother."

. . . the First Graders, dancing with the seniors, managed the Maypole without confusion or error . . . the Upper School chorus sang the Poulenc *Gloria* at Christmas, presented *Iolanthe* in March, and selections from Bach, Brahms, and Purcell at Commencement.

For some years now, I have had in the top drawer

(Continued on back page)

THE NORTH SHORE COUNTRY DAY SCHOOL

September, 1967

FINANCIAL STATEMENT

BALANCE SHEET – Year ended June 30 1967

ASSETS:		
Current Assets		
Cash	$ 111,094	
Receivables	20,470	
Inventories	4,014	
Total		$ 135,578
Other Assets		
Pledges receivable (see contra)	$ 5,975	
Notes receivable	24,800	
Pre-paid expenses	10,178	
Credit deposit	425	
Total		$ 41,378
Property Accounts at Appraised Values		
Land	$ 375,500	
Buildings	2,439,735	
Total		$2,815,235
TOTAL ASSETS		$2,992,191
LIABILITIES:		
Current Liabilities		
Bank Loan-current portion	$ 10,281	
Mortgage Note payable	439	
Notes payable to The North Shore Country Day School Foundation-current portion	8,800	
Accounts payable	18,626	
Students Deposits retained	3,027	
Tax and insurance withholdings	11,256	
Accrued salaries	13,930	
Accrued interest payable	3,982	
Total		$ 70,341
Other Liabilities		
Bank Loan-less current portion	$ 179,105	
Notes payable to The North Shore Country Day School Foundation-less current portion	32,800	
Repayments due Faculty Housing Fund	27,000	
Mortgage Note payable	14,846	
Contributions due Fund for Teaching Excellence	4,411	
Restricted funds	67,604	
Prepaid tuitions and fees	65,437	
Deferred income Bell Ringer Campaign	1,138	
Deferred pledge income (see contra)	5,975	
Total		$ 398,316
Fund Balances		
Capital surplus	$2,815,235	
Earned surplus	(291,701)	
Total		$2,523,534
TOTAL LIABILITIES		$2,992,191

SUMMARY OF INCOME AND EXPENSE – Year ended June 30, 1967

INCOME:		
Educational Income		
Total Gross Tuitions	$ 513,178	
Less: Scholarships	(45,360)	
Student Fees	8,410	
Total		$ 476,228
Auxiliary Services (net)		
Restaurant-including employee lunches	$ (4,787)	
School Stores	5,198	
Summer Day Camp and Summer School	9,588	
Reading and Testing Program	516	
Transportation Service	(720)	
Total		$ 9,795
Other Income		
Music Center	$ 2,500	
Endowment for Salaries	10,200	
Income from Investments	786	
Miscellaneous	6,051	
Scholarship Fund	1,447	
Total		$ 20,984
TOTAL INCOME		$ 507,007
EXPENSE:		
Salaries, Wages and Benefits		
Salaries and Wages	$ 399,363	
Employee Insurance and Benefits	33,141	
Total		$ 432,504
Administrative Expense		
Headmaster's Expense	$ 2,574	
Office Expense	7,375	
Telephone	7,051	
Travel	5,896	
Membership Fees	1,293	
Professional Fees	5,470	
Public and Alumni Relations	2,080	
Miscellaneous Expense	546	
Total		$ 32,285
Educational Expense		
Supplies and Equipment	$ 7,683	
Athletic Program	8,046	
Total		$ 15,729
Fixed Expense		
Property and Liability Insurance	$ 4,917	
Taxes	948	
Interest on Notes	13,977	
Total		$ 19,842
Buildings and Grounds Expense		
Repairs	$ 2,687	
Improvements	22,339	
Supplies and Equipment	8,330	
Total		$ 33,356
Operating Expense		
Fuel	$ 11,062	
Power, Water and Refuse	13,645	
Total		$ 24,707
TOTAL EXPENSE		$ 558,423
Total Income		$ 507,007
Total Expense		558,423
Excess of Expense over Income		$ 51,416
Scheduled Debt Retirement		38,573
Deficit for 1966-1967		$ 89,989
Parents and Friends Annual Giving Program 1966-1967		89,552
Excess of Expense over Income and Gifts		$ 437

* *

The statements above are taken from the annual accountant's report to the School prepared by Glenn Ingram and Company, certified public accountants. This report contains, among other things, a balance sheet of the School as of June 30, 1967 and related statements of income, expense and fund balances. A copy of the audited financial statements of the School is available at the business office.

The School operated at a deficit of $89,989 during the past fiscal year, a deficit which was offset by $89,552 donated by the parents and friends in the annual giving program.

The statements set forth above show the importance of the Parents Annual Bell Ringer Campaign. The projected operating deficit for the current fiscal year is approximately $90,000. If the School is to remain financially healthy, it is essential that the 1967 fund-raising campaigns be a success.

Francis R. Stanton
President, Board of Directors

of my desk a quotation from Stravinsky: "Far from implying the repetition of what has been, tradition presupposes the reality of what endures. It appears as an heirloom, the heritage that one receives in condition of making it bear fruit before passing it on to one's descendants." I haven't the remotest idea how many times I have read that statement but frequently enough to give it at least a dozen meanings. As I offer this report to you, I hope you will understand my respect for Stravinsky's vision of "the reality of what endures" and the pledge of ourselves to the task of passing on that part of our heritage which promises to bear fruit.

Respectfully submitted,

Nathaniel S. French

Tues., Oct. 17 – Parents Association Meeting
Mon., Oct. 23, 6:30 P.M. Fall Fair Preview Party
Tues., Oct. 24, 10:00 A.M.-9:00 P.M. Fall Fair
Wed., Oct. 25, 10:00 A.M.-6:00 P.M. Fall Fair

If you are interested in working on the Fall Fair, please contact Mrs. James A. Delaney, Jr. Worker Chairman, VE 5-2363.

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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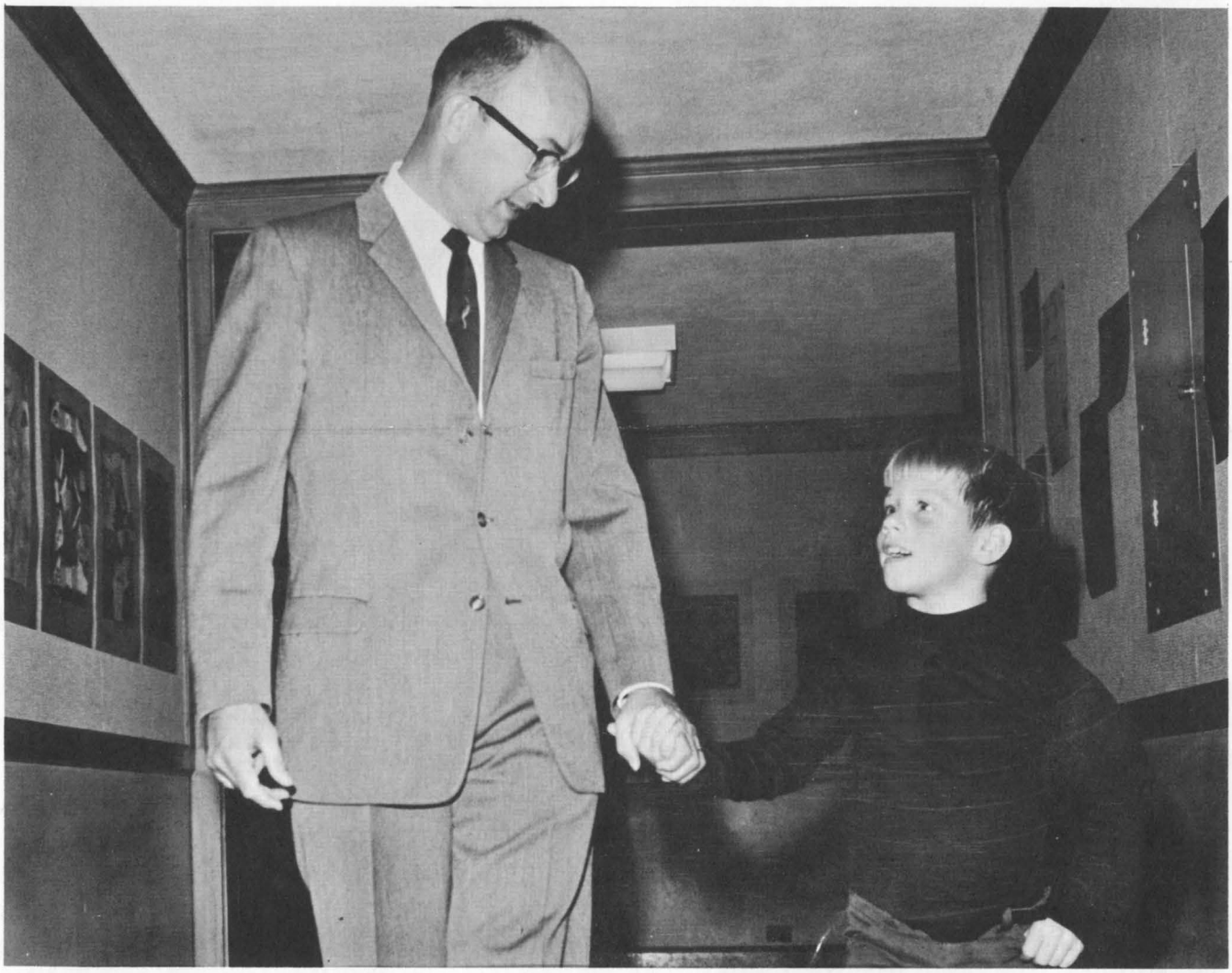
OCT 1967

november 1967

The School Bell

Vol. XXIX, No. 2

A news letter to parents of the North Shore Country Day School



Barbara Foote: Facts and Fancies About Admissions

At a time when admissions inquiries are coming thick and fast, it seems appropriate to review with members of the School family the questions most frequently asked of our admissions officers.

HOW DOES ONE APPLY FOR ADMISSION TO THE SCHOOL?

By completing an application card provided by the admissions office.

BARBARA FOOTE: FACTS & FANCIES (Contd.)

WHEN SHOULD THIS BE DONE?

Our admissions decisions are made in February and March. Therefore, to insure full consideration for a candidate, his application should be filed by January 1 of the year he hopes to enter the School. Parents who apply in the spring or summer may find that the grade in which they are interested is filled for the following September.

WHAT DOES AN APPLICATION INVOLVE?

Upon receipt of an application card, the School is committed to a thorough investigation of the candidate. The card itself authorizes the School to gather a candidate's credentials. These include a report of his academic and citizenship record in his present school, a personal interview and testing at NSCDS. The search for a full picture of a candidate may lead us to his pediatrician, minister, priest, or rabbi, camp counselor, etc. An application does not obligate the parents or their child in any way.

WHAT ARE THE SCHOOL'S STANDARDS FOR ADMISSION?

The Admissions Committee reviews the information just mentioned, seeking evidence that a candidate can handle the intellectual demands of our curriculum, as well as the pace of a long, active school day. We look for additional, not necessarily academic, strengths. Is the candidate musical, artistic, or athletic? What are his interests outside of School? What makes him tick, or as our students might put it, what "turns him on"? How does he feel about himself and his friends, about a possible change in schools? In sum, we ask ourselves two questions: What can this candidate contribute to The North Shore Country Day School? What can the particular environment of this School do for the candidate?

IN JUDGING AN APPLICATION, DOES THE SCHOOL CONSIDER PARENTS AS WELL AS THE INDIVIDUAL CANDIDATE?

Yes. We are interested in parents' reasons for applying to NSCDS, as well as in their appraisal of the School and what it may offer their child or children. We hope to appeal to families who are genuinely interested in their children as individuals and in education as a continuous process which is most effective when it is shared by family and school, each in its own sphere. We look for parents who will support creative teaching and welcome academic innovation with appreciative understanding.

MAY A CANDIDATE (OR HIS PARENTS) VISIT CLASSES?

Certainly. The School welcomes visitors and asks that they make an appointment to visit classes on a particular day.

WHAT ARE A CANDIDATE'S CHANCES FOR ADMISSION?

A candidate's chances for admission depend on his own strength in the qualifications previously mentioned, the size and complexion of the grade for which he is applying, and the current competition for any available place. We know that we will have space for new students in the Sixth Grade and the Ninth Grade each year, because we enlarge our classes as they move from Lower to Middle and Middle to Upper School. Space in other grades is often at a premium, and the chances for admission may depend on an unexpected transfer or withdrawal.

WHAT IS THE SCHOOL'S POLICY ABOUT LEGACIES?

As a family school, North Shore makes every effort to admit younger brothers and sisters of its students. Older siblings tend to receive less preference; we wonder why they have not applied to us before. We welcome applications from alumni for their children, though we cannot guarantee their admission.

IS IT WORTHWHILE TO APPLY FOR A GRADE IF IT IS PRESENTLY FILLED?

Yes. Space becomes available when a School family moves out of the area. When this occurs, the record of each applicant on file is thoroughly assessed, so that the place may be filled by the best candidate.

WILL ATTENDANCE AT NSCDS HELP A STUDENT GAIN ADMISSION TO THE COLLEGE OF HIS CHOICE?

Not necessarily. Certainly mere "attendance" won't do it. NSCDS is not a traditional "prep" school, offering cram courses for the College En-

trance Examinations. Our curriculum is designed to provide students with a challenging educational experience, to equip them with tools for intellectual growth, and to stimulate curiosities, attitudes, and initiatives which will serve them well as they go on to other responsibilities after graduation. In this sense, the purposes of the School transcend the academic. The student who participates in and responds to this curriculum, who has been actively engaged in it and by it, is likely to be the kind of young man or woman who will be appealing to a college admissions officer.

ARE SCHOLARSHIPS AVAILABLE?
HOW DOES ONE APPLY FOR ONE?

Scholarships are available for qualified students whose parents can demonstrate financial need. Our policy is first to determine a candidate's admissibility and, once this has been established, to consider his family's eligibility for scholarship assistance. Families wishing scholarship aid are invited to complete a financial information form provided by the Scholarship Committee of the School's Board of Directors. Thus, academic and financial qualifications are considered separately for each individual.

IS NORTH SHORE SEEKING
CANDIDATES FOR ADMISSION?

Yes, now and always. The strength of the School depends upon a strong student and parent group. A carefully selected student body is a small and vital community to which individuals give, and from which they take some of their most important lessons. The more candidates we have, the more selective we can be. Present students and their parents are the School's best interpreters and ambassadors. We particularly value applications from families who have been recommended to us by parents who know and understand the School. In this, as in many other areas, your help is invaluable.

New Faculty at North Shore

With only a little sophistication in the field of education one is soon aware that the growth of a school and the excitement found in it are dependent almost entirely on its faculty. Happily, it seems also to be true that a strong faculty attracts strong teachers to fill the gaps left each year when teachers retire or move on to other responsibilities. No one should be surprised, therefore, at the interest taken each year in the new faculty at North Shore. We've come to expect top quality, and judging by the reactions of students in the first two months of school, our faculty this year is at least as strong as it has ever been.

A look at the new teachers' credentials shows them to be keenly interested in their subject matter and to have pursued many and varied interests besides. Most are married, two have children and eight of the eleven are experienced teachers. Of the eleven, six have taken extended trips to Europe; two have lived in Africa and studied in Europe; a third has lived in Turkey. Three of the new teachers are sufficiently well qualified in their own fields to have allowed them to perform as individual artists, and each of these has an opportunity to continue with this sort of involvement outside of school this year. Without exception, each teacher has in his background significant academic work in addition to that required for his teaching responsibility; one is a graduate of North Shore, seven hold masters degrees.

Many of the new faculty feel strongly about the opportunity to teach at North Shore. Several commented that one reason for their accepting the position here was the stimulation they expected to find in the faculty already employed. One comments, "I consider working with these students one of the most rewarding experiences one can have. Education at this level is at a most important time of a child's school experience, a time when he discovers himself as a wholly functioning individual. He starts to acquire a desire to seek out the answers to many questions, become creative and learn independence." Another comments that one of the things that impresses him about North Shore "is the freedom teachers enjoy; one is responsible only when he is free".

These are exciting people to know, I hope you

(Continued on back page)

NEW FACULTY (Contd.)

have had a chance to meet them and soon will know them well.

George Eldredge

NEW FACULTY

Eugenia Bryant (Mrs. Archibald)	Latin
Susan Hall (Mrs. R. Pinckney)	French
Lansine Kaba	French
Chelsea Kesselheim (Mrs. A. Donn)	English
Paul Krajovic	English
Barbara S. Montague (Mrs. James S.)	Art
Janet Rogers (Mrs. Robert S., Jr.)	Fourth Grade
Wayne Schroderus	Science
Ann Sylvester	Kindergarten Assistant
Carol B. Vanderbilt	Fourth Grade
Mary Ann von Brauchitsch (Mrs. Karl)	Music

CHRISTMAS HOLIDAY

Dec. 20	4:00 pm	Christmas Program Dismissal follows
Jan. 3	8:25 am	Classes resume

As of the opening of school, missing from the Art Room were the following:

	Approx. cost
THE INTERACTION OF COLOR by Josef Albers	$200.00
THE ART OF COLOR by Johannes Itten	25.00
FORMS OF (IN) NATURE by Andreas Feininger	20.00
One framed, signed lithograph by James Mcgarrell (purchased with Art Committee funds)	150.00

If you should discover one or more of these valuable items on your shelves or wall, the School will appreciate your returning it to the Art Room.

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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january 1968

The School Bell

Vol. XXIX, No. 3

A news letter to parents of the North Shore Country Day School

The May Program: Of Roots and Reaction

The May Program for seniors, now a year old, has, like other yearlings, a personality rooted in family heritage. I am struck by how very traditional to NSCDS this scheme basically is.

As you know from Mr. French's Annual Report and Mr. Woodbury's exposition at the General Parents Meeting in October, the May Program allows and expects each senior to plan his own

curriculum for a month. Two senior courses, English and history, conclude in late April, and attendance requirements at School are reduced. Each student has an opportunity to investigate independently at least one of his interests, to experiment with alternative resources, and to test his initiative, self discipline, and flexibility – all qualities fundamental to personal maturity and to one's use of education, past and future, formal and experiential.

The development of individual interest, initiative, and choice is fundamental to our School's philosophy. As we were reminded at last winter's memorial service for Perry Dunlap Smith by quotations from his well worn copy of Francis Parker's Talks on Pedogics, "Teaching is a presentation of conditions for educative self-effort...education should be the presentation of conditions for choice, for the exercise of reason." A recent statement, drafted by the faculty committee to advise the Headmaster Search Committee, described this School, in part, as "child centered, rather than curriculum centered." Edward Yeomans, a most perceptive and experienced educator, sometime headmaster of the Shady Hill School in Cambridge, Massachusetts, writes from observing developments in primary education in England, "Learning is enhanced when there is individual, rather than group initiative and responsibility, and ...genuine choice of activity is accompanied by genuine involvement in activity." (Edward Yeomans, Education for Initiative and Responsibility, Nov. 1967, pg. 25.) Conceptually, then, the May Program is "old hat."

Our curricular practices have long reflected the importance of choice in learning. One thinks of the kindergartener bringing to School a prized but selected possession and taking his turn in the circle by the bay window to explain something about his treasure to his friends, an experience in verbalizing if you like, but one rooted in a youngster's initiative and his membership in a community. Later in his School life a student meets choice within academic assignments: a theme to develop as one best imagines, reading to select in the light of enthusiasms, science or history investigations of individual appeal. At the end of our spectrum last year's seniors, just before graduation, brought a month of independent learning to discussions of such interests as "Fulfillment and the Intellectual Life," "Canons of Artistic Criticism," and "The Socially Engaged Man."

Use of the world beyond the School and of unsupervised time for education are not innovations here. From field trips and guest lecturers to student volunteers in local political campaigns, it is easy for the faculty to imagine seniors learning much off campus. For years seniors have had a room of their own instead of proctored study when not in class. Two years ago the Upper School faculty changed its daily and weekly schedule so that older students especially could have larger blocks of time for out-of-class study. The May Program is a logical extension of these effective practices.

Last year's fifty-three seniors planned programs in four broad categories of activity: the fine and performing arts, business and the professions, urban problems, and academic inquiry. The work of students in the first group led to major roles in two dramatic productions, Pirandello's Henry IV and Anouilh's Ring Around the Moon, but also included choreographing and performing a group dance recital, a series of oil paintings, a film, and a full afternoon's voice recital. When to these are added seniors whose major projects were in other fields but who took smaller roles in the plays, worked on sets or costumes, were members of the dance group, or submitted photographs for a final exhibit and contest, over half the class had some artistic experience during the month.

Sixteen students planned academic projects. Six of these chose literature – two concentrating on the Bible and four creating compositions in essay or verse. Three studied philosophy – reading, discussing in seminar, and writing. Four worked in science, two in laboratories at Northwestern where they continued during the summer. One girl read widely in Roman Imperial history, one boy studied topics in mathematics, and another extended his command of French. An additional thirty seniors continued some study mostly of science or foreign language leading directly to college work.

Perhaps among the most frequently frustrated seniors last May were the ten who investigated a

business or a profession. They faced early their lack of skill although they found rewarding response to their efforts to be useful. They discovered that coming into the middle of a going concern called for quick comprehension, not to mention the need to shift plans when the circumstances of a particular operation, for example a television filming, changed. Some found reading appropriate to their projects, some audited pre-professional university classes, and some interviewed family friends involved in similar work. Those interested in the law visited the Juvenile Court and compared notes with other seniors there out of interest in urban problems.

What tools—what conditions—does the faculty offer a senior for the design and carpentry of his May Program? He is advised early that his anticipation of college indicates an approximately fifty hour work week. He must choose a tutor to guide his planning, to approve his final proposal and schedule, and to evaluate progress and final achievement. The faculty sees its role in the planning stage as one of questioning a student so he will focus his interest toward a purpose, of posing alternatives, of encouraging the development of specific methods, and of helping to estimate consequences. The final choice of both central project and total program is the student's.

Naturally a senior must start where he is. He will have to consult his teachers and tutor about completing courses not concluded in April. He may already have chosen activities, such as a team sport, where his contribution influences a group's success. Joining the rest of the School for May Day is a sacrosanct appointment, but participation in most other May functions becomes a matter of choice. Each senior keeps a Journal, not so much a recording of what he does as a critical evaluation of how a day's activity approaches his goal and of his reaction to his experiences. These Journals are used in conferences and become part of the final evaluation. During May, a senior meets his tutor regularly to review progress and shift plans where necessary. The faculty does not measure a senior's May Program by generalized marks, which are inappropriate to the Program's purpose. A student cannot "fail" the program; he may "fail" to accomplish his goal or adhere to his schedule, but his "passing" should rest on his understanding of the reasons for such a result, of his seeing how he relates his interests to his aims and methods, including his organization of himself. Tutors write analytical evaluations which are included in a senior's June report.

What do students learn? One gifted senior who frequently fretted because we had not stopped all courses early, was frank to admit near-boredom at the end of the first week. Choice, this one began to suspect, can become a vulnerable responsibility, buffeted by temptation; freedom is often lonely. "A wasted day," one Journal read, "I spent the morning filing– there must be more to office procedures than this!" One of the dancers wrote, "I never thought I could choreograph; now I hope to continue this as well as dancing in college." A boy who worked with youngsters on Chicago's West Side is reported to have commented at home one evening, "I guess I never realized what a difference parents who care really make." Another boy has written from his second month at at college, "Nothing in my four years at NSCDS seems as helpful to me now as that May month." Finally, a parent, one of the most skeptical initially, reported, "I did not believe my son could do so much. Our dinner table conversations have hit a new high; now we learn from him."

Parents play an important role in the May Program, and this, too, is traditional at NSCDS. Several opened up work opportunities or ways of investigating particular interests. Many joined in the post-performance analysis of Henry IV when seniors and invited professionals probed the play and its meaning. Each senior's final proposal, month's schedule, and typical daily regime must be approved by his parents as well as his tutor. Among the improvements the faculty plans for this year's program is a fuller chance for parents to share the culminating results, not only at such formal performances and exhibits as may occur, but in group evaluations as well. Still, the fundamental impact of the May Program is on the quality of individuals our graduates become; we can only judge its effect as we watch them "live and serve."

—Virginia S. Deane

Opera Costumes

"Braid the raven hair.
Weave the supple tress.
Deck the maiden fair
In her loveliness."

—The Mikado, Gilbert and Sullivan

Work on costumes for the opera, The Mikado, will begin on Thursday, February first. The committee will convene, as usual in the loft above the auditorium foyer every Tuesday and Thursday from ten until four o'clock.

Come, all mothers who can sew, all mothers who cannot. Learn to make an obi from an old shirt board, kimonos from old curtains. (Donations of real Japanese costumes are welcome, too!) It's fun and gay and a great chance to make new friends.

Aileen Dunn
Barbara Jarchow
Julia McLeod
Costume Committee

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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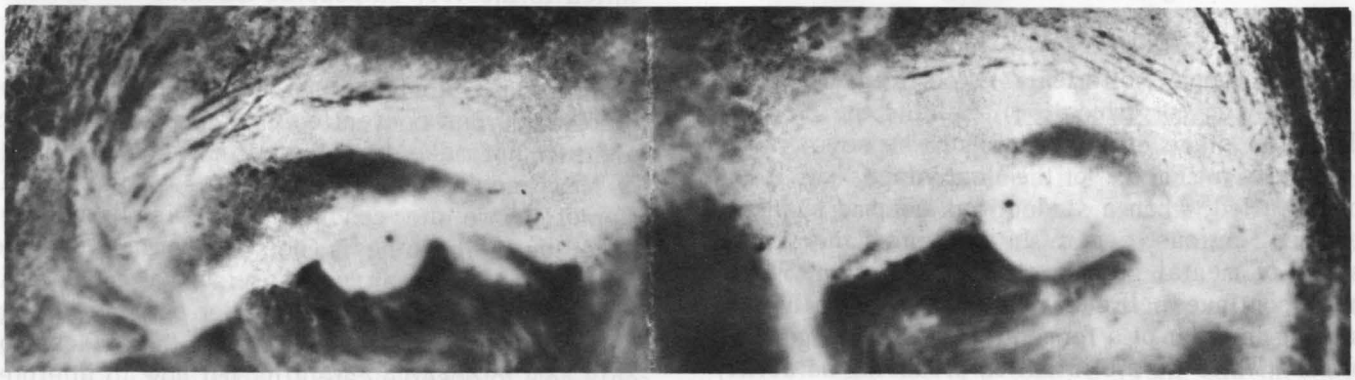
february 1968

The School Bell

Vol. XXIX, No. 4

A news letter to parents of the North Shore Country Day School



"Seeing Feelingly"

by

Richard A. Lacey

Whether the class be English, Art or Chemistry, the talk at North Shore is bound to get around sooner or later to movies. On any given day, in fact, some of the liveliest talk inside and outside the classroom is about movies. Bonnie and Clyde, The Graduate, Elvira Madigan, Goodnight, Socrates, Lord of the Flies and Phoebe have held sway during past weeks; last spring the latest interpretations of Blow-up dominated; this fall anyone from sixth graders through seniors would gladly offer an opinion on Loneliness of the Long Distance Runner, which we all saw in Morning Exercise. The students are seeing many of these movies in theaters, but they are seeing an increasingly large number in the classroom. What's more, they're not content simply to watch movies—they're clamoring to make them.

The enthusiasm is not surprising, since film is the medium to which students today most readily respond. Stanley Kauffman goes so far as to claim, "The film, in this country, is possibly the one art form that is wanted." As McLuhan has pointed out, the generation now in school is the first to have been raised from birth with daily, often large doses of television; consequently students feel most comfortable confronting film, which has become more a part of their natural environment than print. Rev. Paul Carrico, C.S.C., puts it another way: "Film is the distinctive idiom of the twentieth century."

Popular appeal, however, does not in itself justify the time and expense of including movies

in the curriculum. Academically, movies are promising because they provoke intellectual excitement and discussion even among those reluctant to compete verbally. A growing number of educators believe that film study is not only beneficial, but necessary. Gordon Mirams, summarizing the conclusion reached in the United Nations Conference on the Rights of a Child, ("The Mass Media and the Rights of a Child," Unesco Features, No. 410, Feb. 1, 1963) writes:

> Screen education should be a systematic study for every child and carried within the school curriculum...we regard it as of paramount importance that screen education (in both films and television) be introduced at the earliest possible date in all schools, regardless of existing limitations.

We propose to use movies to nurture intellectual growth through excitement. Alfred North Whitehead (in The Aims of Education) explains the process: The first stage of mental growth, he says, is the "stage of romance," or the "zap stage," as it has been called, when a student has become suddenly excited, curious, eager. In explaining the second stage of mental growth, that of precision, Whitehead continues, "Education must essentially be a setting in order of a ferment already stirring in the mind." While we are intent on producing an ability to order experience logically and imaginatively, developing the discipline and skills and imaginative products which are emblems of successful education, we are careful to remember that these products belong to the later stages of mental growth—the stages of precision and generalization. Moreover, "it is evident that a stage of precision is barren without a previous stage of romance." In short, no zap, no growth. Movies provide a particularly rich source of both zap and growth, for students respond to them immediately, and in discussions they insist on accuracy, usually resisting the temptation to tailor interpretations to teacher's opinions. A class on a movie is rewarding for a teacher, too, because he is usually free to express his opinions without risking indoctrinating his class.

The evidence for the value of film study is overwhelming. As David Mallery, (in The Schools and the Art of Motion Pictures) explains, the schools should face

> an artistic fact of life: that there are outstanding experiences available in the best films of past and present, that the language, style and substance of the best films are not the same as those of the best novels and biographies, nor are they necessarily less demanding of intellect and sensibility from the audience. We are deluged with handwringing—and evidence—about the debasement of our society's taste, of our citizens' ability to think clearly and to feel compassionately, and of their images of what a human being is and can be. Surely, no matter how carefully planned, balanced and executed our present curricula may be, we need to pay some attention to the best in a medium which has had for decades an incalculable influence on the contents of the minds and on the outlook of our citizens, and which more than ever is affecting those minds and filling the landscape of what those minds perceive.

The teaching of humanities has long suffered from being restricted to the verbal. The more verbally competent a student is, the more likely he is to be academically successful in studying the humanities. However, even the highly verbal student has not necessarily grasped the humanities unless he has been sensitized as well. After all, it is the perception upon which verbalizations are based which is the very purpose of teaching the humanities. This insight has long been an integral part of the educational philosophy at The North Shore Country Day School; the arts center testifies to our recognition that conventional academic disciplines alone do not make an educated individual.

Mr. French's annual report stressed the experimentation we are conducting in visual studies, based on the hypothesis, not yet distinct, that the thinking process may well be visual as much as it is verbal. In any case, one major purpose of education in the humanities is to teach the student not only how to observe carefully, but how to interpret what he sees imaginatively—to develop in the student sensitivity to what it is to be a human being—to teach students to "see feelingly." Our investigations in visual education suggest fresh ways to carry out what Herbert Read contends is the object of education, the training of artists—that is, people who express themselves creatively, whether in science, business, law, teaching, medicine or family life.

The value of education is in developing and expressing perspective—seeing how ideas fit together, perceiving complex relationships. In fact, it is conventional wisdom that the characteristic of the excellent student is this very ability. Our aims demand that the whole educative process strive toward synthesis—the disintegration of barriers between science, art, music, drama, literature. Film study and its inevitable artistic corollary, film-making, are pre-eminently appropriate to this movement toward synthesis. Ultimately the educated man should perceive experience as a montage—an interconnected series of elements which he intuitively blends into a whole.

Walt Whitman's declaration in Notes Left Over carries a special urgency today: "To have great poets there must be a great audience." We hope that film study will, like Morning Exercise and classes in music, art and drama, help to develop a climate for "great poetry."□

Headmaster's Column

It is popular these days to complain of war, poverty, parents, and authority; and it is popular to complain of affluence and comfort. Too often we complain of our children. Obviously each of these targets is vulnerable but a search for the vulnerability in one's fellow man I find most enchanting. Such a position recalls the jungle and does a gross injustice to the decency man has achieved and is now achieving.

We have always had our "witch hunts" and we have long had men wise enough to protect the hope for a brighter future which largely lies in dissatisfaction with the status quo. If ever there is a "Kingdom of God on earth," there will be some who mistrust it; my prayers for that far distant day will be offered for those who doubt its having arrived. If there is, in fact, what many have thought to be a destiny for the nation, it will grow out of what we have inherited, out of what we are. The most casual backward glance, or the most scholarly review of our past, brings to light a wide and deep history of struggle – struggle which grew out of conviction and counter-conviction.

In February, 1968, I am happy that we struggle with differences. But it is sad that we find more exercise of our powers in complaint than (we find) in recognition of those signs of our times which are good. Particularly, I think we undermine our youngsters with complaint. Their hair is too long, their trousers too tight, their skirts too short. Being too young to understand, they cry hypocrisy at adults. They claim liberation from personal mores, they spell badly.

Like every other before them, of course, this generation of youth is vulnerable. However, in our periodicals they read more of despair than of hope – and without personal hope, community hope, national hope, and hope for a better world they find little reason to set the hard course of self discipline instead of immediate excitement.

Once there was a West offering adventure and demanding all the strength a young man could muster, all the knowledge and skill he could acquire. Even for those who did not heed the invitation, it was there. Where now lies so enticing an horizon? What inescapable vision begs the attention of the young? Who tells of wonders out of reach only to those who lack the courage?

Teachers do. But they need help. If it is realistic to see in our society the crumbling of a glorious past, the decay of integrity, the collapse of the city, the threat of apathy – it is just as realistic to notice in our world the means and the heart and the vision of a brighter future. The way west was a path of "blood, sweat, and tears," as was the courage to deny a dictator what had been described as "the wave of the future."

It is unlikely that we can create here in our School an oasis. The desert will be in sight and will not be forgotten by the skeptical adolescent. What we can do may be little, but it may be enough to make an immense difference.

We can tell our children how much we care that their lives will be spent in the search for the realization of worthy dreams. We can tell them what "life, liberty, and the pursuit of happiness" means today. We can support with history a reason for devoting themselves to something still to be found.

Better men than ever before in our history are willing to enter the political arena. An entirely new threat – pollutants – has aroused a nation to act. We stand behind our research men with a support never before given the quest for knowledge. We admit to our councils the woman's contribution which a hundred years ago was anathema to most. We give of our treasure to those whose need is geographically distant. We promise the student that he will never be denied a chance for reasons economic or racial.

Tell this story to today's young and they will respond with energy and with that good humored willingness to give to others, a quality which they possess in a degree hard to find in all of history.

—Nathaniel S. French

THE NORTH SHORE COUNTRY DAY SCHOOL

WINTER HOLIDAY

On Wednesday, February 14:

UPPER SCHOOL will be dismissed at 12:30 P.M. No lunch will be served except to those who may be going on a School-sponsored ski trip.

MIDDLE SCHOOL will be dismissed after lunch at 12:30 P.M.

LOWER SCHOOL will be dismissed at 11:30 A.M. No lunch will be served.

SCHOOL BUS SERVICE will be arranged for those students who are normally transported to their homes at the close of regular school days.

SCHOOL re-opens Monday, February 19th at 8:25 A.M.

SPRING VACATION

On Wednesday, March 20:

UPPER SCHOOL will be dismissed at 12:30 P.M.

MIDDLE SCHOOL will be dismissed after lunch at 12:30 P.M.

(continued on next page)

LOWER SCHOOL will be dismissed at 11:30 A.M. No lunch will be served.

SCHOOL BUS SERVICE will be arranged for those students who are normally transported to their homes at the close of regular school days.

SCHOOL re-opens Wednesday, April 3rd at 8:25 A.M.

REMINDER

Early departure or late return from a vacation works a hardship on the student and on the morale of those who are in attendance. In spite of this there will be times when an unusual educational opportunity justifies an excuse for an extension of vacation time. These excuses come from the headmaster.

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Winnetka, Illinois

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March 1968

The School Bell

Vol. XXIX, No. 5

A news letter to parents of the North Shore Country Day School

CHICAGO'S ELITE SCHOOLS

by

Richard T. Cooper

Excerpted from a series of articles in the Chicago Sun-Times.

By almost any measure, students who attend Chicago's independent, non-parochial elementary and secondary schools are members of an elite. Some are lineal heirs to positions of power in the city and beyond. Others will reach such positions by virtue of their talent and the opportunities, including education, that their parents can provide.

On economic grounds alone, independent school children are a select group. Tuition for pre-school classes is in the neighborhood of $600, while high school students must pay approximately $1,200 a year. Additional fees will add at least $50 to $100 a year and parents will be under pressure, if not direct obligation, to make substantial gifts to the annual school fund drives.

Headmasters insist that many parents with moderate incomes make great sacrifices for their children's educations, yet it seems clear that the independent schools are populated predominantly by the upper and upper-middle classes.

If they are inevitably selective on economic lines, it does not follow that independent schools must instill undemocratic values in their students. On the contrary, many teachers and administrators feel a specific obligation to prepare their pupils for active lives in a pluralistic society.

Said Clarissa F. Dillon, a veteran history and English teacher at the Latin School of Chicago:

"Many of these children as adults will be in policy roles and they ought to be able to see themselves—recognize their own biases and points of view -when they are there."

The deep personal involvement of teachers is the greatest strength of Chicago's independent schools, which by and large must stand or fall on the quality of their faculties. Even the most prosperous independents, North Shore Country Day and Lake Forest Academy, cannot match the physical equipment of large suburban schools. And some of the more hard-pressed independents,

such as Harvard-St. George and the Latin School, are using facilities that are astonishingly barren.

Academically, teachers in the independent schools often have stronger backgrounds than their public school counterparts. They tend to come from the more prestigious universities, seldom from small teachers' colleges. Almost all have specialized in the subjects they teach; few have devoted their college years to education courses.

In addition to their strong academic backgrounds, independent school teachers have closer contact with students than is possible in most public schools. A class of 20 pupils would be considered crowded, while classes twice that size can be found in Chicago's public and parochial schools. Often independent school classes have fewer than 10 students, especially in upper level courses which all students at a grade level do not take.

Teachers who have left public schools for independents say they prefer the more serious academic atmosphere and greater individual freedom. They also complain that public schools saddle willing teachers with too many policing chores and extracurricular activities.

Further, many headmasters give their teachers only four classes a day, so that a teacher's total load is likely to be less than 75 students. Thus faculty members have time to give individual attention, and they are expected to do so. While most teachers insist that their goal is more than fine tuning for the college admissions race, that is an important part of what the paying customers expect.

In simple terms of college admissions, the city's independent schools can show a direct return on parents' investment. Virtually all graduates go on to college. Both for taking entrance tests and for doing the work after admission, they are usually better prepared and more attuned to the thinking of academics than public school graduates.

And admissions officers seem to recognize the independents' higher standards when they pick freshmen. A representative from one of the Midwest's most prominent universities told a group of seniors last fall that he usually requires a B average for public school graduates, but only a C for those from independent schools.

It is also clear that the personal contacts which astute headmasters cultivate in college admissions offices can make a difference. Last spring, for example, a senior was admitted to a prestigious public university in another state largely as a favor to a headmaster, who needed to accomplish the placement for reasons of his own.

As those who work directly with the problem are aware, however, an independent school diploma no longer guarantees admission to a high-status college. The best of Chicago's independents send only a handful of graduates to the Ivy League each year, both because the competition has grown fierce and because schools such as Harvard now favor the economic and social diversity found in public high schools.

One of the most trying jobs of independent school teachers thus is coping with the unreasonable expectations of ambitious parents and with the cruel pressure some of them put on their children. As one teacher put it, too many parents feel, if they do not say: "Of course I want my child to go wherever is best for him—as long as it's Harvard, Yale, or Princeton.

While the benefits of a custom-tailored academic program may be uppermost in the minds of college-concious parents, the highly personalized environment of an independent school permits a more fundamental contribution in a slightly different area: development of a student's personal identity and character.

At its simplest, this is a matter of giving students an opportunity to experience success or leadership that might not be open to him in the vast, highly competitive atmosphere of a large public school. For example, headmaster Nathaniel French knows exactly how many "places in the sun"—class offices, editorships, major dramatic roles, etc.—there are at North Shore. He and his faculty make a concious effort to guide students in such a way that each will win at least one of those places during his years at the school.

Basic attitudes divide the independent schools into two broad groups—the progressives and the traditionalists -and they color almost every aspect of an individual school, from the conduct of classes to the clothing of students.

At "progressive" schools such as Francis Parker and North Shore Country Day, great emphasis is placed on free discussion in classes. Teachers avoid saying any student's contribution is "wrong." Instead of telling their classes things, these teachers try to lead the students into figuring out answers for themselves, and relating course work to their own lives.

Traditionalist schools, including Latin, Morgan Park, and Lake Forest Academy, tend to be "content oriented." Teachers follow the customary scholastic approaches to their material. An English teacher, for example, will be more concerned with textual analysis and literary forms than with a student's personal response to a poem.

In their zeal to acquire instructors with impressive credentials, however, traditionalist schools sometimes pay too little attention to the individual's ability to communicate with students. The result can be a hollow game in which students carry about great boulders of information they do not understand, and drop as soon as the contest ends.

The distinction between progressive and traditionalists extend to little things. Morgan Park and Latin are strictly coat-and-tie schools; adminstrators ride herd on boys' haircuts. Parker and North Shore include some flower children and French scornfully declines to be a pusher for barbers. "What's the educational atmosphere like when a style becomes a moral issue," he asks?

This debate on fundamental education philosophy has raged in professional circles for several decades but it appears on the surface at least that a student will get a good education from either system, so long as the teachers are good.

The pressure for admission is something headmasters are reluctant to talk about. It is a status symbol for a school to have seven or eight applicants for every opening. Yet exaggerating the odds against admission will discourage applicants, leaving vacancies and painful losses of tuition income.

George Eldredge, head of the lower and middle schools at North Shore, says he receives 25 to 35 serious applications for the 20 vacancies in junior kindergarten each year.

Morgan Park Academy, drawing from areas in which many public schools recently have turned over, reports up to 50 applicants for 15 vacancies in its prefirst grade sections. The competition for openings in higher grades is substantially smaller, however.

This seems to be true at most schools. Parents whose children are rejected at the beginning apparently make other arrangements and are not interested in vacancies several years later. Thus the inevetable attrition often

creates gaps in high school classes.

It is conceivable that this problem will be solved by the increasing competition for college admissions. Harold H. Corbin Jr., headmaster of Lake Forest Academy, sees a growing interest among parents in having their children spend the last two secondary school years at an independent school to get the benefit of its college grooming.

The independent schools' ability to give students an edge in this competition is, of course, closely linked to their ability to raise money.

North Shore Country Day School has increased its annual giving from $30,000 15 years ago to $85,000 today. From this and other sources it has covered its annual operating deficit, spent approximately $1,500,000 on buildings and accumulated $500,000 in permanent endowment.

The later is highly unusual, Lake Forest Academy, a boarding school which serves families all over the United States, seems to be the only other independent school in the Chicago area with substantial endowment funds.

Far from being able to raise large sums for investment, most independent schools must struggle just to meet their immediate needs. Two of the city's most prominent have had to scale down proposed new buildings in recent years: They could not come up with the money.

It is not surprising then, that some independent schools make do with no athletic fields, archaic gymnasiums, obsolete science labs and small libraries.

One possible solution to such financial problems is government aid. Many parochial schools, which are caught in a similar squeeze, seem to view this as their best hope. And Harold Howe II, U.S. commissioner of education, hinted last spring that independent schools might share in federal aid if they sought it aggressively

Independent schoolmen disagree about whether the use of government funds is wrong in principle. Some argue that traditional objectives are based on outdated fear and that conservative trustees would come around if funds were available.

Lake Forest's Corbin argues that schools like this must be "the cutting edge" of educational progress and to do this they must remain "free to experiment, free to go broke."

Independent schools which meet the market's demand for quality will survive, he believes, if they remain "alert to the velocitous nature of our culture and aware of its pluralistic base."

As for the others, Corbin is an educational Darwinist: They will die "and well may they die."

For purely economic reasons, Corbin is probably close to the mark. For a variety of political reasons, Congress will not soon shower large amounts of money on independent schools, even if they should decide to ask for it. And the evidence in Chicago suggests that in private fund raising as in other things, "unto everyone that hath shall be given...but from him that hath not shall be taken away."

Chicago's independent schools vary markedly in educational philosophy, prestige, quality, stability, and in their enthusiasm for greater social involvement, yet they tend to offer identical arguments for the social value of independent education. They make four broad points:

1. Free to experiment with new educational ideas and small enough to change easily, independent schools can test and perfect better methods for adoption by public schools.
2. More and more, once-exclusive schools are using scholarships to reach out for deprived children who can benefit from their kind of education.
3. Steps are being taken to share the resources of independent schools directly with neighboring public schools.
4. Independent schools serve a vital function by providing rigorous but highly personalized education to those who, by accident of birth and opportunity, will occupy seats of power in American society. As a corollary, it is argued that the presence of even a few poor and minority-group children will have a liberalizing, humanizing effect on the children of the fortunate.

Certainly there is evidence that Chicago's independent schools have used their freedom and flexibility to adopt new curriculum ideas and break fresh ground on their own. Variations on the "new math" and science have been installed almost everywhere.

Francis W. Parker School has gained a national reputation for developing the Gillingham reading program, in which children who are prone to certain kinds of severe reading problems can be spotted at the pre-school level. They then are taught in separate classes with special techniques that prevent the crippling academic handicap.

The system, pioneered at Parker by Anna Gillingham, has been adopted at other schools, including North Shore Country Day in Winnetka. Educational researches now are studying ways of adapting it to large public school classes.

At present, a number of schools also are working on programs of "independent study" for high school-age students. At Francis W. Parker, seniors may obtain faculty permission to work alone in a field in which they have demonstrated interest and competence; the program is not restricted to honor students. The result may be a term paper or something quite different: One boy composed music for several psalms which were sung at commencement last year; another wrote a play used by a faculty group for a concert reading.

A more traditional school, Lake Forest Academy, is taking a more conventional scholastic approach. According to headmaster Harold H. Corbin Jr., a senior may design and teach himself a course, carrying it in addition to his regular four classes so that failure would not prevent him from graduating. At the end, the student must pass oral exams modeled after those used in university graduate schools. Indeed, Corbin said, the academy makes an effort to have a college professor on each orals panel.

The Latin School of Chicago has taken a similar tack. All seniors are required to write a long, formal academic paper on a topic combining two fields of study—history and literature, for example. Each paper is read by three faculty members and oral exams are given.

North Shore Country Day School tries to sprinkle independent study projects throughout its curriculum, but its major emphasis now is on the last six weeks of the senior year, when all students are free to do what they want. Some have worked on projects at school; others have done such things as go to school in Appalachia or get a laborer's job in the ghetto.

Francis W. Parker also is giving seniors a block of free time in the spring; students will work in law offices, settlement houses, newspapers, hospitals, etc., then discuss the meaning of their experiences with faculty panels. Instead of matching placements with vocational preferences, the school will attempt to expose students to new areas of experience.

Parker and North Shore also are experimenting with new courses which reflect the thinking of Marshall McLuhan. In the words of North Shore headmaster Nathaniel French, "Man orders his experience visually as well as verbally." Thus English students may be asked to express the concept of love, or contrast their mothers and grandmothers, in terms of shape and color.

Interesting and important innovations are being made by many independents, but it appears that almost no systematic effort is made to communicate about them with public schools.

A similar discrepancy between theory and practice exists with respect to scholarships for children of deprived economic and racial backgrounds.

Right-minded school leaders will continue to expand their contacts with public schools, increase their scholarship help for deprived students and break new ground on curriculum development. For the forseeable future, however, their strongest contribution to the general welfare will remain the quality of the education for future leaders.

Beyond the creation of a specialized environment such as LaLumiere's or the arranging of broader opportunities for independent individuals, most schools exceed the public schools in their efforts to meet the critical personal needs of students. It would be fatuous to suggest that children growing up in the midst of plenty face greater problems than those born into the shattered society of the ghetto, yet certain hazards do lie in wait for the children of the blessed.

"There are some real problems with the family structure in upper middle class homes," observed a teacher whom high school students often single out for confidences. "In some cases the father is caught on a treadmill and can't get off." In others, the social and career ambitions of the parents swallow up all their time.

And frequently there are troubling differences between the ideals that parents hold up for their children and the facts of their own lives—when a parent goes to Selma, Ala., for the Freedom March, but lives in a restricted apartment on Lake Shore Dr. or objects to having Negro classmates visit his children.

Sometimes the discrepancy is more personal: An adolescent boy discovers his father is sleeping with his best friend's wife and draws conclusions about his own sexual code which may lead him into difficulties. "Parents don't want to admit kids are sleeping together in high school, but it's true," according to a knowledgeable teacher.

"When you remove as much restraint as has been removed, there is bound to be a lot of playing around," one headmaster concluded. The inevitable result of an earlier era, the "girl in trouble" is less common now. Birth control pills are available from doctors on request and in some school communities local druggists have been known to push them among students as a highly profitable sideline.

If pregnancy is less likely, the emotional dangers may be greater because students usually come together not in a spirit of promiscuity but of quasi-marriage. The result is a depth of commitment and emotional involvement that one or both will be unable to sustain. And the break-ups leave frightful wounds.

There are other sources of trouble available to young people with ready access to money and autos, chief among them liquor and drugs. Teachers are inclined to downgrade the seriousness of the drinking problem; a great many students do it, some heavily on occasion, but the problem is perhaps less important than in earlier periods.

For one thing, in the social circles from which most independent school students come, liquor is something one must learn to handle, not avoid. Most independent schools now involve themselves with student drinking only if it is manifested by blatant loss of self-control at school functions. In those rare cases, discipline is likely to be severe, because open drunkeness subjects the school to legal hazards.

To some extent, the frivolous revelry of excessive drinking is incompatible with the serious image many sophisticated students wish to have of themselves; they associate it with social values they are rebelling against. The amount of that sort of sophistication varies from school to school, but among those who possess it drugs are likely to have more appeal than liquor. Drugs are associated in students' minds with rebellion, freedom, individualism, love, expanded conciousness and the attainment of certain other goals now considered important.

Most independent schools are only just beginning to be aware of a drug problem and officials are understandably circumspect about discussing it.

How many students use pot and other drugs no one will say with certainty. Some think only a handful ever do more than experiment briefly. Others see a more serious problem.

Sex, liquor and drugs present problems throughout American society, of course – in ghettoes, blue collar neighborhoods and wholesome looking suburbs. The distinguishing thing about them in independent schools is that students are more likely to get effective personal help than are their contemporaries in other kinds of schools.

That is true not so much because independent schools have more elaborate guidance and counseling systems, but because their size permits an intimate atmosphere in which a high percentage of students eventually find someone in whom they can confide.

At some schools, such as North Shore and Parker, that kind of help is openly regarded as an important part of the schools function. Influenced by modern theories of psychology, men like French and Parker's acting principal, Jack Ellison, believe the school should attempt to help the troubled student work through his problem, instead of using conventional discipline.

French, for example, says openly: "We almost never throw anybody out. It is a question of keeping the dialogue with the student going." Teachers must come to grips with their students personally, seeing each "as a human being and also a puzzle to be solved, rather than a moral or immoral thing to be punished or rewarded."

To help his faculty, French calls in psychiatrists, psychologists and others to lead discussions on such topics as the inter-personal relationships of families and the psycoanalytic approach to young people's problems.

Other independent schools are officially less tolerant of students who get into personal difficulties, in part because some of them feel compelled to emphasize in public that they maintain what one headmaster called "a rough, tough academic program." Lake Forest Academy's Harold Corbin spoke for many when he said: "We simply are not geared, and never have been, to care for problem kids."

Yet it is apparent that beneath the Draconic surface

of official policy, there is concern with students' problems and a willingness to bend, Some schools apparently accomplish this by reaching a tacit understanding with students that they are to take sensitive problems to certain sympathetic faculty members, who will handle them in such a way that the school need not take official cognizance of them.

At other schools, the same result is achieved by disciplining students within an inch of their lives, but never quite all the way.

It is that sustained attention to the individual which most profoundly distinguishes the independent from the public school. Thus far, government policy makers have assumed such education is not feasible for the masses. If dedicated independent schoolmen could convince them otherwise, they would indeed have made their little lights shine.

Capsule Sketches Of Leading Independent Schools

Chicago's independent, nonparochial schools are as different from one another as all are different from the public schools. Following are capsule descriptions of some of the leaders. Unless otherwise noted, all serve boys and girls from nursery school through 12th grade.

FAULKNER SCHOOL FOR GIRLS, with an enrollment of about 200, is among the city's smallest independents, but it presents an image of buisness-like efficiency and stability. The school moved into its award-winning building at 7110 S. Coles in 1959.

Most students are from Hyde Park, South Shore, Prairie Shores and Beverly, but some make the daily journey from the Near North Side.

Tuition range, pre-school through 12th grade, $00-$1,150. Total full-time faculty, 30. Annual operating budget, $225,000.

FRANCIS W. PARKER, which serves about 700 students with two modern buildings and a large playing field at 330 W. Webster, has a tradition of leadership in progressive education, the philosophy of learning from experience as well as books. Emphasis is on freedom to explore and understand "why," in academic and personal matters. Thus Parker makes room for both flower children and football players.

Owing to its liberal credo, and its Near North location, Parker is the most self-conciously "urban" of the independents. It has been integrated for more than 20 years and social commitment is encouraged. Yet most students remain more "in" than "of" the inner city – as a student leader revealed recently when she blinked her lovely blue eyes and said: "Oh, everybody really loves the colored kids."

Tuition range, pre-school through high school, $625-$1,300; total faculty, 60; annual operating budget, $800,000.

HARVARD-ST. GEORGE also reflects its geography. At 4731 S. Ellis, it occupies a faded Georgian building in the twilight zone between the pint-bottle jungle of 47th St. and the academic groves of Hyde Park. More than 30 per cent of the students are Negro, making Harvard-St. George the most truly biracial independent school in the area. It is supported by such men as Earl B. Dickerson, president of the Supreme Life Insurance Co. A high percentage of the students are also the children of teachers, many with University of Chicago connections.

Yet the school has acute financial problems and officials acknowledge that community support is inadequate. Harvard-St. George may be the only independent in a racially changing neighborhood that ever has been raided by public school supporters; it has happened twice when new public schools were opened nearby, according to principal Ann Tyskling.

Tuition range, $775-$950; faculty, 29; annual operating budget, $267,000.

LAKE FOREST ACADEMY, a boys-only secondary boarding and day school, comes closest to the popular image of a private school, It occupies 200 acres of an estate developed by Ogden Armour before the Great Crash. Most classes are held in the baronial mansion and one of the dorms formerly housed Armour's private lemon trees and mushroom beds. On dance weekends, boys like to walk with their girls down through formal gardens to a spot where the great Pavlova once danced.

The school prides itself on a "rough, tough" academic program. Though the setting is pastoral, headmaster Harold H. Corbin Jr. stresses the school's commitment to social service. "But we're not placard pushers," he says, "we're too busy concentrating on fundamentals and teaching wholesome things like tolerance.

Tuition, $1,700 for day students, $3,000 for boarders; faculty, 29; operating budget, $700,000.

LATIN SCHOOL OF CHICAGO, 79-year-old institution with 330 students in the lower school at 1531 N. Dearborn and 230 in the upper school at 59 E. Scott, has been, more than any other, the chosen independent of Chicago's "social people." Yet it has been neglected financially. The Scott St. main building, little changed in 55 years, has barren classrooms, a minuscule gym, scanty library facilities and no playing fields. Other classrooms, science lab, shop and art studio are crowded into converted stables out back. A new building is to be built on North Ave. after a difficult fund drive

Academically, Latin's approach is classical and increasingly demanding. Some parents complain, but a veteran teacher says: "I don't sense that students' motors are burning. Besides, if classes 'did not stretch them a little... then what's a heaven for?' "

Tuition, $550-$1,350; faculty, 54; operating budget $613,000.

MORGAN PARK ACADEMY no longer is a military school, but it still commands the heights that separate whites and Negroes in Beverly. Racial problems seem remote from the academy, however. School policy now bars Negroes, though an eventual change is planned. For the present, Morgan Park is preoccupied with upgrading its academic program and building a strong financial base in the community, after a painful transition from a boys-only military boarding school to a co-edu-

cational day school.

Both academically and financially, progrss is apparent. Plans for two new buildings were announced last fall and annual giving rises steadily. In the classroom, teachers put students through their paces smartly, sticking close to the subject and avoiding the personalized discussions prized in less content-oriented schools.

Tuition, $450-$1,200; faculty, 40; operating budget, $500,000.

NORTH SHORE COUNTRY DAY, one of the area's richest independents in one of its richest suburbs, Winnetka, is pushed to constant innovation by competition with some of the nation's best public schools. Its 460 students are taught in eight handsome buildings scattered over 16 well-clipped acres. The faculty tends to be personally involved with students, whose major and minor problems get more attention than might be possible in the fuel-injected atmosphere of a school like New Trier.

The arts are stressed and classroom discussion is free, sometimes straying from the immediate material for several days if the hegira seems valuable. School leaders strive to avoid affluent isolation, but the North Shore is so far from the scenes of urban unrest that students inevitably are sheltered – though perhaps no more than many will be in adult life.

Tuition, $600-$1,300; faculty, 44; operating budget, $558,423.

UNIVERSITY OF CHICAGO LAB SCHOOL is a different breed of cat; it is both a service organization, helping the university attract professors with children, and a research vehecil for the School of Education. Over half its 1,700 students are university children, making the intellectual atmosphere exceptionally heady. And the teaching is more intensive, more elaborately experimental than at other independents. Nestled under the university's wing, it escapes the general financial travail.

Admission is much sought and hard to gain, though critics say some students may suffer from the rarified environment and the "guinea pig syndrome."

Tuition, $600-$1,200; faculty, 175; operating budget, approximately $3,000,000. A precise budget figure is difficult to calculate, school officials say, because many of the Lab School's operating and research costs are paid from the budgets of other divisions of the university, as well as from governmental and foundation grants. In any comparison with other Chicago-area schools, the Lab School's role as a research institution should be kept in mind.

ANNOUNCEMENTS

The School's Finance Committee is studying lunchroom costs for the purpose of making economy producing changes. Some of the possibilities include; limiting entree, salad or dessert choices, paying monthly or annually, etc. A committee of students and faculty members is being formed to investigate and make recommondations to the Finance Committee.

Movie cameras and other photographic equipment are needed by the Art Department. All donations of this sort are tax deductible.

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The School Bell

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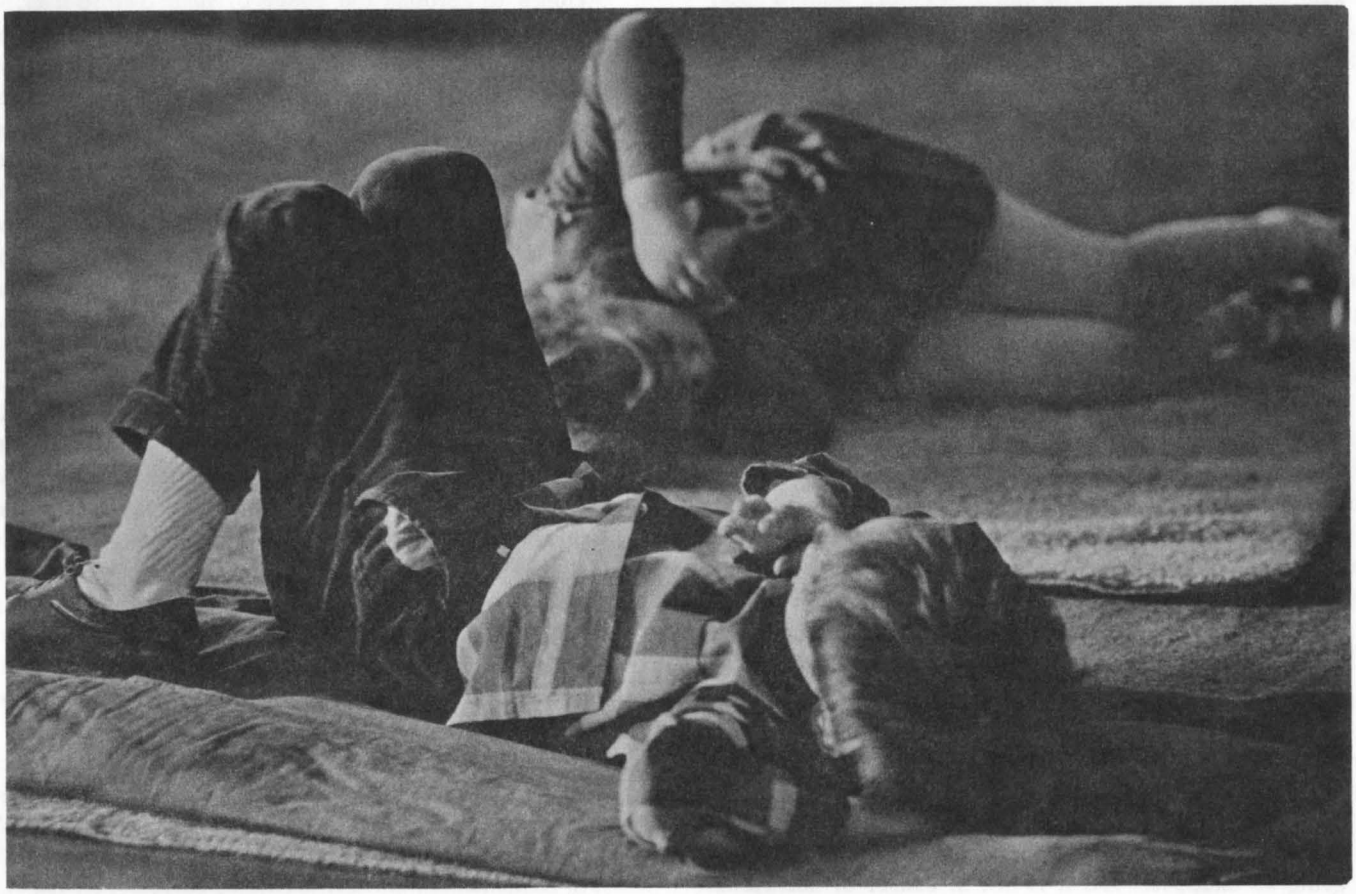
A news letter to parents of the North Shore Country Day School



SEX EDUCATION AND THE HUMAN CONDITION

By Paul Bohannan

In today's world, teaching the biology of reproduction is taken for granted. Very few of our young people are ignorant about that. But teaching about the morality of the human condition is something else–all of us are ignorant about that. I did not say, and do not imply, that we are confused or uncertain--many of us are not. But ignorant about morality we are.

The 'facts' of morality can seldom be viewed straight --we look at them from behind the screens of our own convictions--not to say fears. Thus the broad range of human moralities may escape us. We confuse what we ourselves choose to do with morality; we confuse our fantasies with what we fear we might do if very specific social conventions are not maintained. We call all people who question the rigorous nature of specific moralities by the term 'relativist'--which has, of course, become a dirty word in recent years.

The basic 'fact' is that each of us has found his morality by a tortuous path--we know how hard it was and how often we fell off, and we are afraid for the children we love, as well as for ourselves. Yet we know that these very children despise our fear--and well they might.

They have enough to bear without that.

The basic rule of being honest about morality is this: you have to state uncompromisingly what the rules are. Then you have to examine just as honestly as you can the rules for breaking the rules: for break them we all do from time to time. This means looking frankly at the sanctions that society or family or school will swing into action when you break the rules--and the realization that there are two kinds of rule breaking: those that have serious social consequences, and those that do not. One set of rules--which we might call 'ethics'--deals with the basics of human society, and if we override them, society falls to pieces. The other set has to do with the flavor of a specific human society, and if we override them, we change the flavor of that particular society. The ethics of human life is a necessary dimension of human survival. But moralities change, from one historical era to the next, and from one culture to the next.

Yet even as we do this, we fear--with some justification--that there may be double messages in our communication: that somehow the young people will pick up the idea that we are telling them that it is all right to break the rules if they do it discreetly. And, of course, that isn't what we mean at all.

In order to avoid such double messages, we have given certain aspects of our moralities the power of faith--and thus removed them from the area in which they are subject to logical reduction. Such convictions can never be touched by facts. But they can be examined in the light of facts. And what are the facts? The relevant ones go back to biology--but they are not taught as part of biology in our present boundarying of knowledge. The 'fact' is that every vertebrate animal has its characteristic mode of dealing with social life including sex and reproduction--human beings as well as Norway rats. These modes of socializing and sexualizing are as much a part of the organism and the way that organism forms aggregates as are the size and proportions of the body or the social 'instincts' of other species--that is, flocking in birds, herding in some ungulates, and 'family-ing' in all primates, from lemurs and macaques to baboons and human beings. The family, in short, is built into the DNA code of the human animal. It is not going to disappear, and it is not in danger of corruption (unless you assume an uncompromisingly narrow range of definition). All human societies have some version of the family. In spite of 'social experimentation' they will continue to have.

We do not know much about the self perceptions of non-human animals, but we do know that human beings perceive themselves through the lenses of value judgements --which they sum up by saying that they are not 'merely' animal or that they are a 'special case.'

Whether or not we are a 'special case' in the animal world is for a scientific determination. But the fact that we do perceive ourselves in moral terms of good and evil, is certainly a human characteristic. And what aspects of sexual, social and family experience do we have to perceive morally? The 'facts' are quite simple: the endocrine system of the mature human female operates in such a way that chemical changes take place in her body on a cyclical basis. These changes are felt as two sets of urges: one is the sexual attraction for the male. The other is the maternal attraction toward her young. These attractions are judged, in our society, by permutations of the idea of 'love,' and 'love' is the set of values in terms of which women perceive and judge some of their own chemistry.

The perceptual apparatus of the male is a little different: he perceives sexual 'love' as directly as does the female, but there is no 'paternal' instinct in the sense that there is a maternal one. Rather, like all vertebrates, human beings have the kind of reaction called an 'inhibitor' when it comes to harming the young of their own species. When there is a 'love' reaction to the female, the inhibitor reaction toward her children takes on a special coloration--and paternity is born out of a combination of sexuality and repressed aggression. The rest of the male aggressive feelings go into what ethologists such as Kinrad Lorenz call "male-male bondings:" i. e., into relationships with other males that form non-familial structures. Women can and do participate in such non-familial structures, but usually to a lesser extent than men--they are busier with the problems of life and hence less so with problems of culture in the wide sense.

Now, the only way that human ingenuity has found in which all these chemically determined drives can be brought together in such a way as to ensure the survival of the species is in the human family. It takes so much social and psychic energy to organize your life any other way that no appreciable proportion of any human population has ever tried for long--and that includes experiments such as New Harmony and the kibbutzim. The family is far and away the most economic and hence 'natural' answer to the concatenation of all the drives, at the same time that it allows and encourages the bonding of males leading to superfamilial groups.

Thus, behind morality lies the biological unit, the way in which the human individual is enabled to perceive his own body and its processes, and the way in which the social and cultural life of human animals is an integral part of their own animalness, including feeling their own chemistry. Thus, morality is a dimension of human-ness.

What, then, is immorality? Immorality occurs when the human being cannot adjust some minimal set of his satisfactions with his inclinations to be on good terms with others and to be thought of highly. Immorality is a kind of defense that grows on ignorance or 'bloody mindedness' or sheer inability to live up to the demands. There will always be some immorality--in any system. But, in a sense morality is the cause of immorality (just as marriage is the cause of divorce or law the cause of crime). When our other defenses become 'unbearable' then we may have to 'break the rules'--preferably those that will not lead to disaster. There may be no other way out.

I think this point has been misunderstood. With the

enlightenment of the reformation and the left over imagery of the Middle Ages, we have inherited a bi-partite view of man as a special unit 'containing' an 'animal' that will 'break out' if we are not 'good.' Today, we have learned enough scientifically about the nature of man and the other primates that we are aware that there is a 'natural morality' that has been covered up for centuries by the very struggle for morality. The unnatural morality arises only when the choices are so circumscribed that kicking over the traces is the only alternative.

The way out of this 'dilema' it seems to me is for children (and, of course, adults as well) to learn the facts of human development as they are experiencing them--when they are in fact acquiring the capacities they will have and use as adults. A child is born, ripped from an all-providing biotic relationship. He cries because he is lost--and in doing so, he starts to breathe. The social relationship that is substituted for the biotic one necessarily contains frustrations that the original one did not have--the child must learn to wait a little. From the combination of love and frustration and biological growth, the child ceases to be a monad (almost in Leibnitz's sense) and learns to be a social creature. At first, the 'significant other' is unitary--a provider of need fulfillments. But, by the end of the first year, the child knows that he is in relationship with a number of persons--he can work in several social dyads. By the age of about 5 years, he has to deal with the fact that the people with whom he relates have relationships with one another that exclude him. What he is learning is the 'triangle' that caps all social life. One aspect of learning the eternal triangle Freud called the 'Oedipus complex.' After a child has come to terms with triads, he has his social equipment and can turn to learning to use his biological equipment. These are exciting and, in good social conditions, rewarding years.

At the time of puberty, a new arrangement of vital forces is necessary because our perceptions of the chemistry of our bodies undergo a profound change. At that time, the youth has to learn all over again that he is an individual --and to do it without regressing to the state of being a monad. He is in social relationships with other people, with the power struggle that that involves--and he must learn to trust with dependability rather than dependency. And, finally, he has also to learn again that other people have social relationships in which he is not concerned, but which he must learn to live with and respect--and we all know that the most altruistic time of our lives is adolescence. Indeed, the altruism itself is a state of the organism and of organisms in social contact, because adolescents are so poignantly aware of where they themselves and their relationships end, and where the outside world begins.

What we teach is this. We have appetites that come from the chemistry of our bodies. We also have 'natural' responses to those appetites, and there are social situations that are 'natural' for their expression, and hence and obviously some that are unnatural. It is also 'natural' for the human being to perceive himself and his society in ethical terms--all societies do it, and all have fundamentally the same ethics because societies perish if they do not. On the other hand, there is a wide range of specific moralities that give perceptual and cultural flavors to the ethics and the chemistry.

And, zeroing in on the specific problem: no person can make a successful choice of mate until he has mastered the monadic, dyadic and triadic stages of development after puberty. He is capable of 'love' and certainly of sexual performance long before he is capable of fully aware triadic interaction. If he selects his partner merely from a monadic point of view we have what is called 'blind' love--the needs are within the individual, not characteristics of the chosen mate. But--all of us project something of ourselves into our spouses. Further, if one selects his partner only with the dyadic point of view, the resulting unit will have grave difficulty--because society itself creates the third party of a triad. So does a child.

We must learn what we are by examining what we are not. We are not herding, flocking, schooling or isolating animals. We are 'family-ing' animals. The difference between a Chinese or African family and ourselves disappears before the behavior of other species of primates. We have developed to a high degree the 'feeling' of our body chemistry and our devices for understanding and questioning these feelings. And, whether for better or worse, all human beings judge their activities and those of other people in terms of right and wrong.

When we learn about sex, we should also learn about the rest of our animal nature--how it fits into the rest of the world, and how it is part of our animal natures not to be 'mere animals.' The range of ways in which human beings have been successful and moral animals is, from close up, a wide one. From a little farther away, that range is not so wide. What is important is that we distinguish historical changes in morality from immorality. And, while we are about it, remember that our mothers, the suffragettes, and our brothers, the biochemists, have 'solved' the morality of sexuality (whether we like it or not) and that our sons and daughters are already wondering about the problem of hostility.

FAMILY LIFE STUDY AT NORTH SHORE

During the 1966-1967 academic year an *ad hoc* committee was formed by the Parents' Association for the purpose of examining the sex-education program at North Shore. This year the faculty has been studying family life in meetings conducted by anthropologist Paul Bohannon and psychiatrist Alfred Flarsheim. Some of these discussions will be extended to include Middle and Upper School students by a series of Morning Exercises led by Professor Bohannon. Parents are invited to attend these discussions on Wednesday, April 17th, Thursday, April 25th, and Monday, May 6th at 10:30 A.M. in the Auditorium.

North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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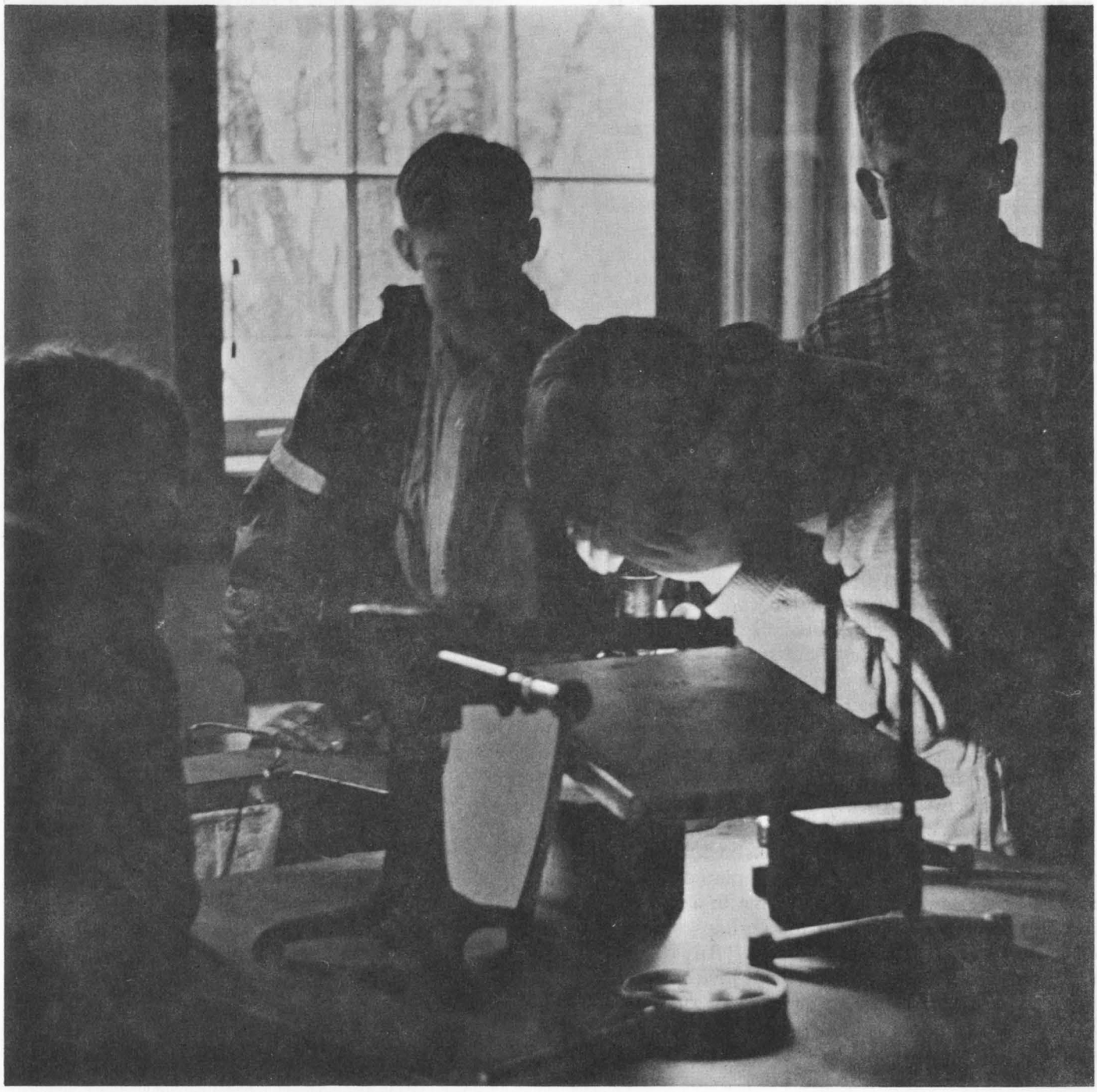
MAY, 1968

The School Bell

Vol. XXIX, No. 7

A news letter to parents of the North Shore Country Day School



The Teaching of Science

Sister Jacqueline Grennan, the President of Webster College, has said on numerous occasions that there can be no rest for the devout until the Kingdom of God on earth has been proclaimed. Her restless search brooks no question of the authority of God. Rather, it is driven by her request for divine revelation. Her quest for changes which would improve the teaching of science led her to Professor Jerrold Zacharias at Massachusetts Institute of Technology, the prophet of the new Physics course. It is hard to understand just how there came to be so warm a relationship between a devout nun and an agnostic of Jewish descent, unless one understands that these two shared in common their devotion to an effort to find better ways to teach science.

Here at School, and across the country, the teaching of science has benefitted from widespread interest, from the efforts of some brilliant minds, and from the financial support of some foundations. We have kept abreast of the most promising efforts and our students now enjoy the most up-to-date courses on Biology, Chemistry, and Physics. Beyond this, the teaching of science in the Lower and Middle Schools is far better done than it was ten years ago.

Are we entitled, then, to a complacent view of a job well done? Most of us think not. The spectrum of dissent is broad and its definition is different for each of us. Nonetheless, there are some thoughts which recur.

1. We want to intrigue more of our students in the work and life of the scientists.
2. We think there are creative and aesthetic elements in scientific work which deserve greater emphasis.
3. We want more of those who will not be scientists to understand the nature of scientific work and the contributions scientific investigation can make to our society.
4. We think we can inform and involve all students in a manner which will prepare them to read comfortably in periodicals accounts of what scientists are doing.
5. We think we can select from the vast body of scientific theory and information that which is closer to "where the action is."

Holding these tenets, we ask ourselves what we can do to add to a good program of science teaching. We know there is no time in a student's life for one of those colorful and perhaps attractive courses they term "mickey mouse." Anything we offer must have solid content, must invite students to hypothesize and test, must prepare them with knowledge and understanding to continue to appreciate the relevance of scientific studies.

Putting scientific knowledge, theory, and method (process) in an historical perspective seems a likely start. This allows room for orderly development, and demands a hearing for those chance and sometimes erroneous conclusions which have been a part of many of our insights into the working of natural phenomena. More than this, the historical approach asks for a study of the relevance of scientific research and belief to other aspects of human endeavour. Perhaps less important but by no means insignificant to an historical approach is opportunity for youngsters to speculate about the inferences to be drawn from data as did the scientists of an earlier time. (Learned men believed for about 400 years that nature abhors a vacuum. Wrong as this was, the belief was a reasonable interpretation of the known data.)

If we were to accept the historical approach in a course in science, could we then introduce these areas of investigation closer to "where the action is?" Probably one should include:

a) Development of atomic theory.
b) Development of conceptual schemes about the universe.
c) Development of information and theory about organic evolution.
d) A special study of the implications of recent findings in the field of genetics.
e) An understanding of the laws of motion.
f) A study of the significance of electro-magnitism.

It is too soon in our deliberations to write the final plan but the School may have within its reach a way of teaching science, which could open exciting vistas to our students. For this chance we owe a debt to the Ad Hoc Committee on the Teaching of Science, which has met when it could find time throughout this academic year. Parents, directors, and teachers from several disciplines have struggled with this problem.

This statement is a progress report, not a promise. It remains true that our spectrum of opinion is broad, that we see far enough to warrant hope for a better understanding of natural phenomena in the minds of our students. We will still teach those courses which prepare youngsters to continue in the sciences. This new effort is made in the interest of those whose bent lies in the arts, in literature, in social organization. Should we succeed, more of our students will leave us equipped with the tools of the mind which one needs in order to be alive to the significant discoveries around the bend of time.

Nathaniel S. French
Headmaster

The Notorious Profit Ring Now Operating Within The Non-Profit Organization of N.S.C.D.S.

A Woman's Board - for what? To keep mothers off the street and housewives from being bored? Is it just another step on the social ladder? Not for the fairbrained, energetic, ideaful women who compose the Woman's Board of The North Shore Country Day School. Think big or effect the most menial, they do it! This year these women will turn over approximately $20,000.00 to the School in the form of fund donations and purchases of much needed, non-budgeted items. Not bad for girls! How do they do it? Where does the money come from?

The wonderful, beautiful part is that most of these dollars now come from OUTSIDE the School family; not from dues, campaigns, begging or any of those tiresome activities. This money comes string-free, raised by that old capitalistic method of earning a profit on goods sold or services rendered. People will pay to see, or go, or do, or have, IF the product is worthwhile.

Case in point: On April 22nd of this year, 35 assorted folk boarded an SAS airliner bound for the Soviet Union. They were in Moscow for May Day in hotel rooms that overlooked the great parade. They toured The Kremlin, The Hermitage, factories, and a Pioneer Center. They visited the University, Opera, ballet, theatres, and circus. The tour also included Prague and Vienna. A year went into the planning of this dream trip, conceived and arranged in conjunction with the Linblad Travel Agency, world famous for its Polar, Amazon, and African expeditions. They provided the know-how, the guide and the entrees; the Board provided the publicity, organization, and gathering of a cohesive group. Linblad profited, North Shore profited, and assuredly the travelers profited. Of the 35 excursionists, only 9 had a direct current contact with the School. Others came from California, North Carolina, Texas, Washington, and Massachusetts. Obviously, they chose to go because they were provided with an unique opportunity.

This month, on May 17th and 18th, The Woman's Board is sponsoring (a word that covers uncountable woman hours) a House and Garden Walk. Six of the area's lovliest homes will be opened to the public. What the Board is selling is an aesthetic experience - more real than a year's subscription to House Beautiful. Whatever the attraction, be it the archtecture, the gardens, the furnishings, or the chance to do a little legalized peeping, people love to tour houses. More importantly, this particular benefit is such an extensive undertaking that every willing mother in the School will be working.

Fall is sale time. From the New Hampshire mountains comes Carroll Reed costumer in the casual country style; from New York City, needlepoint designers Mazeltov & Sons; and from Washington, D.C., Camalier & Buckley, purveyors of gifts and gadgetry; each temporarily transporting its famous store to the NSCDS campus. To round out the scene, mothers paint and paste imaginative Christmas decorations. The buyers come from as far as Ottawa (Illinois), Joliet, Barrington, and Milwaukee, seduced by the "something a little different" and the convenience of our "choose, charge, and send" shopping service. . . no extra cost to the customer, but a beautiful 10 to 15% for the School.

Preceeding the sale, the Board gives a supper party. The faculty and staff are invited as guests, parents for a pittance price. It provides an opportunity for the two groups to meet and mix in a more convivial atmosphere than the usual professional one. Also, early in the school year, all the mothers are asked to a coffee at which they are first introduced to one another and then to all the in-school job opportunities that will be avialable to them.

So that it is what they do and how they do it, but how did it all begin? Some many years ago, when the School was just as needy as it is today, one mother, Alice Pirie, and one staffer, Jean Talley, got together and, over a kitchen table, dreamed up "The Treasuer Chest Sale." Their semi-organized mothers made jams, jellies, and pickles, sold pumpkins, gourds, and The World Book. They knitted scarves, cooked cakes, and displayed rocks. They stitched table cloths and collected junk! "Treasure Chest" grew Topsy-like. One year it was country fair, two years a Chinese Auction, and then in 1962 the "Treasures" voted themselves some structure and by-laws to become a formalized Woman's Board recognized by their male counter-parts. Now, 27 votingand 5 ex-officio members serve staggered three year terms. Each spring a letter goes out to the entire School family asking for membership suggestions. A committee of board and non-board members selects from these, mothers who have shown a time-giving interest in the School or particularly talented ladies whose outside accomplishments recommend them. The constant turn-over, the mixture of thinkers and workers, the variety of experience and contacts produce diversity - therein lies strength and success.

What is the purpose of all this busy work done by all these busybodies? Well hear this: in the Auditorium alone, the women have provided the curtains, sound panels, backdrops, rigging, light switchboard (a $10,000 item) spots, movie screen, hi-fi, and public address system. In other areas, they bought all the language laboratory equipment, experimental carpeting, furnished a teacher's lounge, produced the baseball backstop, the whirlpool bath, shop tools, A.F.S. aid and library books - all told some $32,000 worth of "things."

A resume of the figures is astounding. In addition to the above, $10,300 has been given to the Fund for Teaching Excellence, $26,000 to the School Development Fund and $19,500 not spec-

ified. Total these figures, throw in a few thou for 1953 and 1954 (lost are the records for those two years), add to that $20,000 they expect to give this year and the ladies have produced a net profit well over $110,000!! Let's hear it for Helen Hokinson!

Mrs. Adam Breuer, President
Woman's Board, North Shore
Country Day School

LOST AND FOUND NOTICE:
L. & F. is now bursting at the seams! At the end of the school year, all items not claimed will be given to charity!

DRIVER TRAINING

New Trier East and West High Schools will have a driver training program this summer for all students who live in New Trier Township and whose birthdays are BEFORE December 17, 1952. North Shore Country Day School students who are elgible for this course and would like to apply for it should call Mr. Leo Neuman, Director of Driver Training, at 446 - 7000.
New Trier East will also provide driver training during the first and second semesters of the school year of 1968-1969. Further information about this program will be sent to you early in September.

THANKS:
To Jane Croft, Jean Tally, Barbra Foote, Helen Joseph and John Almquist for professional and peraonal help in publishing THE SCHOOL BELL this year.

CALENDAR

May 17, 18	10am-4 pm	House Walk-Tickets at School office
	12pm-1pm	Luncheon-by reservation Served at the home of: Mr. and Mrs. Samuel I. Russell, Jr. 10 Longmeadow Road, Winnetka, Illinois
May 23(if rain, May 24)		May Day
May 25	8:15pm	May Project Play-Activities Room
May 30 and 31		Memorial Day Holiday
June 7	10:50am	Lower School Closing Exercises
	8:15pm	May Project Play-Auditorium
June 10	12:30pm	Middle School Luncheon-Activities Room
June 12	1:00pm	Senior Luncheon-Activities Room
	2:30pm	Senior Stunts-Auditorium
June 14	3:30pm	Commencement-Auditorium Reception in Arts Center immediately following Commencement honoring: Mr. and Mrs. Nathaniel Stowers French Guests: Parents, Students, Faculty Alumni and Friends
	9:30pm	Junior Prom-Activities Room
Sept. 12	8:25am	School reopens

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October '68

Annual Report

of The Headmaster

The School Bell
Vol. ~~XXIX~~ XXX, No. 1

ANNUAL REPORT In writing this Annual Report, my last, I have decided to focus my comments on the School as a community, as an environment designed to foster in children physical growth, intellectual growth, and emotional growth, which they need if they are to become adults competent to do the work they undertake, and able to commit themselves to the purposes and values they choose to make their own. In the simplest terms, we would like to prepare each of our students to LIVE AND SERVE.

Designing such a community led the School's founders to establish a Lower School for children through the Fifth Grade. Their daily fare includes many of the social and intellectual forms appropriate to their age and essential to living and working with others. Written communication begins in the upper lefthand corner and moves in horizontal lines toward the lower right; changing from one classroom to another is done in single file with precedence established by the teacher. The Middle School, Grades Six through Eight, recognizes that children of this age begin to be able to think in conceptual terms, need to test the limits established by Lower School teachers, must discover the style of individual effort within the confines of a specialty. The Upper School works with youngsters during the most intense period of adolescence, invites them through graduated opportunities into the mysteries of mature and independent intellectual effort, and forever struggles to find that optimum point between freedom and restraint which defines a viable community.

While each of these three divisions exists for good reasons, our School has been very nearly unique in its devotion to the proposition that a child's search for his proper place in the world will be enhanced through intimate personal relationships with those who are younger and those who are older. Perhaps nothing exemplifies this better than the fact that nineteen of the senior boys volunteered this year to give two periods or more per week to the tutoring of younger children in the School. Not all of these young men found it possible to schedule such an experience, but their willingness, and the successes of those who did complete arrangements, speak well for the School as a community.

LOWER SCHOOL Because the purposes of the School are both individual and social, one should look at both aspects as we examine what, in fact, did happen – much of it through a practice so long established as to have become traditional. Many of these revolve around the need to introduce to children the power of the written and spoken word, the power of exact descriptions of objective reality.

You might have walked into a Lower School classroom at any time during this past year to find words spelled out on the blackboard and on the bulletin board, number relationships equally displayed, and had you walked into an active class exercise, you would have found teachers explaining the conventions of written and oral communication. For the most part, you would have seen a *this is how it is* brand of teaching; you would have seen that the click of a *k* can be expressed with a *c* – that *kick* and *cat* begin with the same sound, while convention requires that they begin with different letters. You would have found that two plus two can be expressed in objects (Cuisenaire Rods) or as an abstraction written in Arabic symbols. You would have found the repetitive drill needed to establish these conventions. Staying a little while, you would also have noticed that a class of twenty often breaks into segments where one child teacher another, where the rewards of common effort, and the rewards of competitive achievement, build in children what in this day and age is called "motivation."

You would also have discovered that children in the Lower School, however egocentric, enjoy and profit from working together. While this is most easily observed in the training for intellectual accomplishment, it is also evident when kindergarteners seat themselves at the table to await the serving of mid-morning juice, evident when the Third Grade goes to each room in the Lower School to announce the beginning of the working day by telling the classes that the doctor is ready to see them, evident when the Fifth Grade presides at a Lower School Morning Ex. The workaday world is a community experience. Just as surely is it an opportunity for children to develop their individual powers.

The development of the kind of self-discipline which will allow young men and women to be individuals and, at the same time, members of an ongoing society is difficult to describe. Obviously, the conventions must be accepted; *cat* may not be spelled with a *k*, the symbol for addition, +, cannot be mistaken for the symbol requiring multiplication, *x*, and carelessness may lead to split juice. Beyond this, the School has long suspected that work with drawing, with painting, with clay, with rhythms, with singing, with orchestrations, demands of a child the most demanding coordination of personal power.

An effort to interpret the finished product of a

five-year old's finger painting allows only a synopsis of the experience of the child, probably a statement too vague to be of value. However attractive may be the result, one is tempted to suspect "kids messing around with paints ought to be protected by better smocks," and leave the matter there. Looking over the shoulder of a child so involved, however, one can see body tensions change as patterns in the painting emerge. Watching from the sideview, one sees the same body tensions but also one can observe those moments when an otherwise passive face bursts into the flame of self-accomplishment which bespeaks a unity of intellectual, physical and emotional effort. However complex for the observer, it will be clear that the child has found an end product expressive of his or her moment of enchantment.

Downstairs in a spacious room devoted to the teaching of art, where an artist in her own right works with children, you could have seen the throwing of a pot on a potter's wheel. You could have seen great papier-mache figures hanging from a wire to dry, some of which were made by older children for the pleasure of the four-year old kindergarten. You could have seen a Jackson Pollock technique produce both joy and consternation. Leaving to go to the Music Room, you would have seen on the bulletin boards both drawings and paintings, enchanting to behold. I should like to have been with you to point out the degree to which each was a triumph of discipline for a particular child.

In the Music Room children were clapping their hands, stamping their feet, and playing with a variegated tympany in an effort to discipline themselves to the demands of a set rhythm. Children were dancing while they clapped and, of course, there were children singing age-old tunes. For a long time, the recorder has been deemed an appropriate instrument for Lower School children. More recently to this instrument has been added a series of percussion instruments, some of one pitch, some of two, and some of a full scale, permitting the orchestration of simple tunes in contrapuntal and harmonic variations. Long before these youngsters leave the Lower School they will have felt in the marrow of their bones the demand of a part played in an effort to create a common expression of the beautiful, they will have known what it is to play a disciplined part in a community venture.

Stretching the imagination of a child to see beyond his immediate environment is a difficult but nonetheless a proper responsibility of teachers. There was a time this past winter when the Second Graders greeted us with Indian salutations of good will they had learned in their study of southwestern Indians. We celebrated Columbus Day in the fall with a Morning Exercise in which Fifth Graders told us about exploration which a then minute Western world was undertaking. The ivory tower of education has never been an absolute sanctuary. In essentially romantic terms children in the Lower School are invited to live with Indians, with pioneers in our own country, and with explorers who set sail from Europe.

The Lower School, as a community, provides for children a chance to be individuals for whom the day's challenges are related largely to others of similar age and background. Getting to know the hurts, the joys, and the hopes of one of your own kind may be the essential background of a broader understanding of ethnic groups more distant. Somewhere in this thought lies my mistrust of good will which grows out of guilt, my mistrust of good will which stems from a conceptual or an abstract vision of mankind. Far better that youngsters go forth from school with a compassion which grows out of their understanding of the commonality of all mankind, led into wider realms through appeals to the child's imagination.

Once again the Lower School closed its year with a program designed to honor the Seniors, many of whom had become friends. Each class did something to entertain – a dance, a song, a dramatized story – and each Senior received a flower, a bookmark, and key ring as presents from the younger children. It would be hard to overestimate the impact of this ceremony on young and old alike.

MIDDLE SCHOOL

Among the nicest adults I know, there is nary one who was not once a sixth, seventh or eighth grader, and many of them I knew then. Full of an awakening energy, intrigued with broadening horizons, eager to test authority, and increasingly aware of the weaknesses of our society, they were what we may call "difficult." This very difficulty may have made them the most interesting people to teach, the most exciting to join in their explorations, and they are the noisiest animals outside of the zoo. The New York City subway at rush hour and the Middle School at passing-between-classes time are comparable. A springtime recess period for the Middle School is push, pull, and piggy-pile.

This makes it a source of constant amazement and awe when one walks into the Middle School in the middle of a class period and finds the classroom doors open and the quiet, systematic progression of learning the order of the day. With the blood stream always on the verge of boil, a youngster of this age is, nonetheless, capable of an attention to business which demands admiration (an admiration which should be extended to those who teach him.)

This statement in no way denies my conviction that there may be no better human on earth than the twelve-year old boy. He has met the definition of virtue in a variety of circumstances which allows him to understand and accept decency without compromise or hypocrisy. Boys need the chance to be masculine which at this age sometimes make them a little rough, a little disrespectful of form, and almost infinitely self-conscious when in the public eye. They need the security of a social order established by authority but they also need the chance to find themselves in the complex of interpersonal relationships, and for this, they need room to experiment. The Middle School years tarnish the halo of a simplistic virtue and leave the youngster struggling with relative values. For instance, what must he do about loyalty when he finds a conflict of loyalties, how must he deal with a disagreement with a father, how should he view experiments among his peers which he cannot decently accept? Eighth Graders in 1968 have been exposed through mass media to a spectrum of life far broader than their capacity to deal with it.

Sixth Graders now have the benefit of an adviser (two sections, boys and girls mixed). Beginning in either the Seventh or the Eighth Grade, the boys and girls will be separated for academic classes and for advisory meetings. This plan derives from an observation of reality. Girls surge ahead of boys in intellectual and physical maturity during the Middle School years and profit from a slightly different fare. They find a passage through the conflict between the ideal and the real in their own different ways. Much of this conflict arises out of the efforts of our democratic society to provide for individuals as much freedom as is consistent with the health of the society. We cannot set a limit for automobile speeds which is right for all drivers – we must choose a limit which protects the innocent. As with speed limits, we tax ourselves with laws generally fair but often so designed as to work hardships on some individuals. At school, we must regulate snow-

THE NORTH SHORE COUNTRY DAY SCHOOL

September, 1968

FINANCIAL STATEMENT

BALANCE SHEET – Year ended June 30, 1968

ASSETS:		
Current Assets		
Cash	$ 103,728	
Receivables	35,775	
Inventories	4,130	
Total		$ 143,633
Other Assets		
Pledges receivable (see contra)	$ 5,975	
Notes receivable	36,850	
Pre-paid expenses	13,579	
Credit deposit	425	
Total		$ 56,829
Property Accounts at Appraised Values		
Land	$ 375,500	
Buildings	2,439,735	
Total		$2,815,235
TOTAL ASSETS		$3,015,697
LIABILITIES:		
Current Liabilities		
Bank Loan-current portion	$ 11,070	
Mortgage Note payable	466	
Notes payable to The North Shore Country Day School Foundation-current portion	8,800	
Accounts payable	21,823	
Students Deposits retained	2,029	
Tax and insurance withholdings	13,396	
Accrued salaries	13,415	
Accrued interest payable	3,534	
Total		$ 74,533
Other Liabilities		
Bank Loan-less current portion	$ 168,017	
Notes payable to The North Shore Country Day School Foundation-less current portion	24,000	
Repayments due Faculty Housing Fund	36,850	
Mortgage Note payable	14,380	
Restricted funds	58,751	
Prepaid tuitions and fees	90,744	
Deferred income for equipment purchases	8,000	
Deferred pledge income (see Contra)	5,975	
Total		$ 406,717
Fund Balances		
Capital surplus	$2,815,235	
Earned surplus	(280,788)	
Total		$2,534,447
TOTAL LIABILITIES		$3,015,697

SUMMARY OF INCOME AND EXPENSE – Year ended June 30, 1968

INCOME:		
Educational Income		
Total Gross Tuitions	$511,913	
Less: Scholarships	(53,607)	
Foreign Student Expense	(1,874)	
Student Fees	8,280	
Total		$464,712
Auxiliary Services (net)		
Restaurant-including employee lunches	$ (5,863)	
School Stores	7,584	
Summer Day Camp and Summer School	17,310	
Reading and Testing Program	282	
Transportation Service	590	
Total		$ 19,903
Other Income		
Music Center	$ 2,500	
Endowment for Salaries	10,738	
Income from Investments	1,421	
Miscellaneous	5,606	
Schlarship Fund	1,909	
Income for Equipment	8,000	
Total		$ 30,174
TOTAL INCOME		$514,789
EXPENSE:		
Salaries, Wages and Benefits		
Salaries and Wages	$434,069	
Employee Insurance and Benefits	36,607	
Total		$470,676
Administrative Expense		
Headmaster's Expense	$ 4,969	
Office Expense	6,587	
Telephone	5,974	
Travel	3,204	
Membership Fees	1,290	
Professional Fees	3,016	
Public and Alumni Relations	3,346	
Miscellaneous Expense	3,158	
Total		$ 31,544
Educational Expense		
Supplies and Equipment	$ 9,636	
Athletic Program	8,489	
Total		$ 18,125
Fixed Expense		
Property and Liability Insurance	$ 4,530	
Taxes	1,181	
Interest on Notes	12,303	
Total		$ 18,014
Building and Grounds Expense		
Repairs	$ 4,252	
Improvements	8,150	
Supplies and Equipment	10,612	
Total		$ 23,014
Operating Expense		
Fuel	$ 12,939	
Power, Water and Refuse	12,213	
Total		$ 25,152
TOTAL EXPENSE		$586,525
Total Income		$514,789
Total Expense		586,525
Excess of Expense over Income		$ 71,736
Scheduled Debt Retirement		19,538
Deficit for 1967-68		$ 91,274
Parents and Friends Annual Giving Program 1967-68		84,627
Excess of Expense over Income and Gifts		$ 6,647

* *

The statements above are taken from the annual accountant's report to the School prepared by Glenn Ingram and Company, certified public accountants. This report contains, among other things, a balance sheet of the School as of June 30, 1968 and related statements of income, expense and fund balances. Almost the entire deficit this year was created by increases in maintenance cost. A copy of the audited financial statements of the School is available at the business office.

The School operated at a deficit of $91,274 during the past fiscal year, a deficit which was offset by $84,627 donated by the parents and friends in the annual giving program.

The statements set forth above show the importance of the Parents Annual Bell Ringer Campaign. The projected operating deficit for the current fiscal year is approximately $88,000. If the School is to remain financially healthy, it is essential that the 1968 fund-raising campaigns be a success.

Francis R. Stanton
President, Board of Directors

balling to protect those who want no part of it. Some who don't need quiet in a study hall must be silent to allow a peaceful progress for those who suffer from distractions. This is community.

The academic results of the Middle Schooler's capacity to apply himself are very exciting. An arithmetic test given to the Eighth Grade this spring showed the top half of the class to be above the 70th percentile for independent schools, the third quarter to be above the 50th percentile for independent schools, and the top quarter to be above the 91st percentile. It should also be noted that these same youngsters have completed one year of a course in algebra designed for gifted high school children. Unfortunately, there are no figures available to support my belief that they would compare with the rest of the nation in about the same manner in reading and writing, in spelling, in knowledge of scientific phenomena, and in the study of French. In short, the three Middle School years are academically demanding and rightly so.

And they had time for other things. Had you come to the auditorium at Hallowe'en time you would have seen an eerie production of hobgoblins and witches done by the First Graders and a mixed group of Middle Schoolers. At Thanksgiving, we enjoyed the moving picture the Seventh Grade made as a study of the dissent which brought the Pilgrims to Plymouth. At Christmas, the Eighth Grade combined forces with the Second to tell once more in pageant form the story of the coming of Christ. At May Day, the Sixth Grade, coached by a senior boy, produced a most exciting dramatization of "The Mad Hatter's Tea Party." This performance was blocked out to make full use of the various entrances to the Art Center patio but, after four days of waiting for good weather, it was moved to the gym where actors appeared out of the stands, out of the equipment closet, and out of a variety of doorways. These and other performances clearly demonstrated the capacity of today's youngsters to play a role sensitive to the parts played by others, and it certainly must be true that they will be, through these experiences, better able to act and react when their chance comes to play a part in the affairs of men.

UPPER SCHOOL

I doubt that anything consumes more faculty time and energy than the constant search to find the appropriate balance between freedom and restraint for these youngsters who have come to a time in their lives when they must make a rapidly increasing proportion of decisions affecting their future. Teachers and parents may set some perimeters within which the youngster operates but the value of these diminishes during the Upper School years. You cannot require a man to be interested in the style of a contemporary novelist, you can't require a devotion to studies of physical phenomena, you can't require a commitment to a code of ethics, you cannot require a young voter to play an active part in the selection of public servants.

It follows then that good teaching involves more advocacy and persuasion and challenge than it does demand and punishment. The dialogue between teacher and student highlights the absurdity of the study of a foreign language without memorization of vocabulary; it points out that events occur in sequence and have meaning which cannot be understood without knowledge of the sequence; it explains that what may be plausible is not necessarily true; it approves the insights which lead to a testable hypothesis; it applauds the searching question; it smiles on precision; it welcomes the original, and distinguishes between the creative and the bizarre; it enjoys the symbolic value of fantasy but does not confuse it with reality. In short, the teacher is a weaver of a myriad of magic carpets designed to transport students into a realm of knowing and a realm of understanding, and finally, of course, to prepare students to weave their own carpets so that they may choose their own flights.

In the fantasy world of the ideal school community there is to be found only this kind of teaching and only the responsive student. In the real world there is a Ninth Grade boy whose need for the moment is to disrupt a class or a study hall; a girl whose need to fix her hair is more important than last evening's homework; a boy who finds the automobile accelerator more attractive than its brake; a girl who never has liked athletics; a boy whose love of music is latent, and an unidentified character who borrows without permission. One is forever tempted to reduce these problems to a simple matter of regulation by reward and punishment– and inevitably we have created a school community in which reward and punishment play an important part. However, in creating a community which fosters in a child those attitudes and strengths which he will need as he makes his own choices, we must allow room for experiment. Thus, we find ourselves beseeching at one moment and punishing at another.

Perhaps in some way related to a worldwide student ferment, the Upper School this year has faced this conflict between freedom and authority with far more success than is common in our times. Led by a superb president, the student government has developed new forms, new relationships between teacher and student and has cast itself in the role of a vocal adviser. In so doing, the students have invited the confidence of the faculty in their deliberations and have made some very real contributions. They are at work on a scheme which would allow the School to make a better contribution to the disadvantaged in our own metropolitan community. They have appeared in a faculty meeting to suggest that the degree of freedom offered by the faculty lacks the restraint necessary for those who use this freedom in a disruptive manner. They have worked with teachers to establish a plan which allows many more students to be free from compulsory study halls, a plan which, nonetheless, maintains a strictly proctored study hall for those who need it.

In this last year, more than third of the Upper School students served in a position defined by the faculty as "a place in the sun." That is to say, they served as captains or co-captains of teams, editors, chairmen of respected committees, and in many another spot for which they were chosen and in which they were held in respect by other students.

This time and energy may have been at the expense of their academic work, at the expense of an athletic program, at the expense of work in the arts, but I think the contrary is the fact. There are always some who are far ahead of others in the pursuit of learning and a few in any class who have not yet accepted the pursuit. But in this academic year only a very few graduate with a minimum of required academic credit; i.e., sixteen academic units. Most will have eighteen, some will have twenty, and a few twenty-one or twenty-two. Beyond this, all will have had a substantial experience in music, in art, in drama, in shop, and in mechanical drawing. Every graduate has earned his college admission.

Insofar as the School is a microcosm of a larger community, these boys and girls have earned our respect and kindled our hopes for the future. They listen to others, they speak clearly and forcefully, they are concerned for that community which is theirs today, and they are eager to test themselves in the more complex community in which they will find themselves tomorrow.

Nathaniel S. French
June, 1968

Tues., Oct. 15 – General Parents Association Meeting
Mon., Oct. 28, 6:30 P.M. Fall Fair Preview Party
Tues., Oct. 29, 10:00 A.M. – P.M. Fall Fair
Wed., Oct. 30, 10:00 A.M. – 6:00 P.M. Fall Fair

If you are interested in working on the Fall Fair, please contact Mrs. Richard D. Harza, Worker Chairman, 446-7280.

The North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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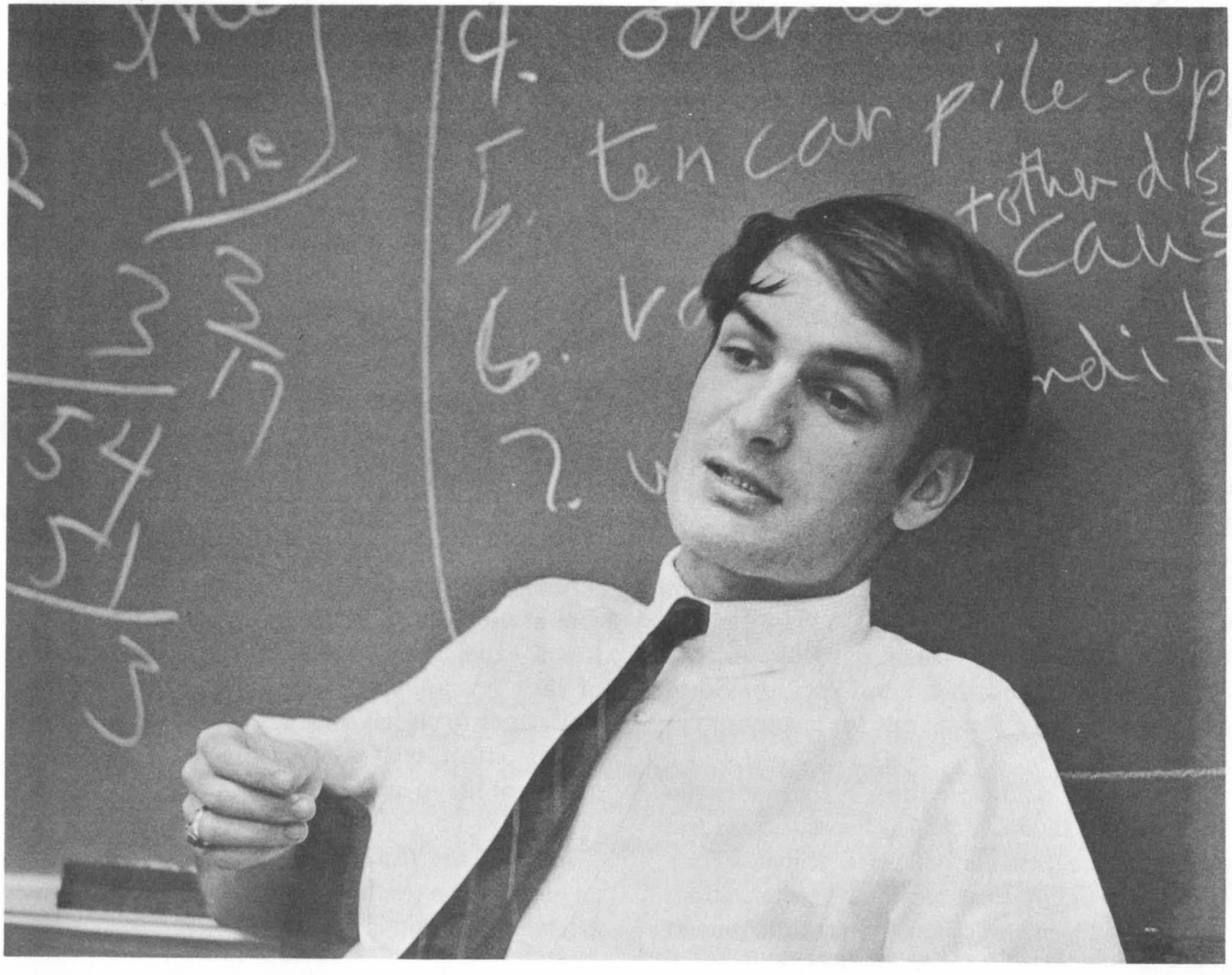
november 1968

The School Bell

Vol. XXX, No. 2

A news letter to parents of the North Shore Country Day School



History Made Relevant: Revolution the Theme

"If men could learn from history, what lessons it could teach us!"

Samuel Coleridge

"History is bunk!"

Henry Ford

Henry Ford and Samuel Coleridge express the extremes of attitudes held by students of history even today and far too many of them agree with Ford! In order to make history at

HISTORY MADE RELEVANT: REVOLUTION THE THEME *(Continued)*

North Shore Country Day School more meaningful and more relevant, it is taught by studying the facts of history in relation to major general concepts. In one course the analysis of revolution made by Crane Brinton in his *Anatomy of Revolution* serves as a basic framework for the study of the American, French and Russian Revolutions along with the Civil Rights and Hippie Movements and the Viet Nam Crisis in the contemporary scene. Ingredients inherent to all revolutionary movements and interpretations unique to each are described and related.

The class looks at the "Ancien Regime" and at the economic, social and political factors of it extant during the appearance of the movements. It is seen that the economic weakness is not that of the overall economy of the country, which in each case appears to be progressive, but, rather, the dissatisfaction a certain segment of the population feels with respect to the economic activity allowed it by the existing regime. The widespread smuggling by American merchants in pre-revolutionary days, for example, evidenced their opposition to the British mercantile policies.

Such things as social immobility for a significant part of the society and the frivolous ineptitude of the ruling class are observed in particular in each revolution studied and then considered typical of social conditions in a society ripe for revolution.

The need for political reform in these societies is indicated by their overloaded bureaucracies and their overall practical inefficiencies. Students grasp the modern significance of these generalizations from their independent observations of the present conditions in the ghettos of our cities.

The events of the first stages of revolution are looked at with a view toward determining whether they were spontaneous or contrived. Rousing debates result from considering the Boston Tea Party, the September Massacres and the Civil Rights Riots from such a posture.

Examination of the various types of revolutionists, both leaders and followers, leads to interesting character studies. By examining the economic and social backgrounds of specific men such as John Adams, Jean-Paul Marat or Lenin, as well as the rank and file, one can discover some of those factors important in producing a revolutionary. The student is asked to generalize by abstracting characteristics typical of revolutionaries he has studied and creating a description of his ideal.

The period when the moderate elements of the society undergoing change are in power is studied. The meaning of "moderate" as opposed to "radical" must be defined. Consideration of the differences in tactics and strategy used by the moderates and extremists is critical to understanding. The student observes the difficulty the moderate has eliminating the injustices of the old regime without either completely tearing it to pieces or playing into the hand of the radical who labels him a betrayer of the revolution. This is clearly illustrated in the lives of the Marquis de La Fayette and Dr. Martin Luther King.

The class looks at the society in the control of the extremists. They note the emotional rather than rational response often typical of the rank and file during this period and they see the possibility of the appearance of a radical dictatorship at such a time. The people of both France and Russia experienced "Reigns of Terror" at this stage of their revolutions. Descriptions of the "Terror" and causes for it are sought. Consideration is given to the effect such a regime might have on the quality of life in our day.

Finally, the factors bringing the revolutions to an end and the resulting changes in institutions and ideals are delineated.

At the conclusion of this study the student is asked to apply his understanding of the nature of revolutions by commenting on either the Viet Cong movement or the Kerner Commission riot report, to note some uniformities in revolutionary movements, and to consider whether, in the light of these studies, man is basically a violent animal.

Courses in history have emphasized far too long the need for a student to memorize vast quantities of factual material in chronological order with no definition of their usefulness except as a basis of testing. Any significance that these facts may have in relation to each other or to historical generalization, therefore, has too seldom been seen by the student; for him history IS bunk. In the Seventh Grade History course just described, class periods are used primarily to discuss and debate pertinent questions. Essays are written which require the individual to use his factual knowledge to deduce or induce appropriate generalizations. Creative writing and dramatic projects enable him to assume a role-playing position which enhances his subjective understanding of the material. There are no textbooks for the course, rather, there is a variety of source books including *Johnny Tremain, George Washington's World,* and *Scaramouche,* which gives varied points of view as well as greater breadth and depth of material.

A student experiencing this approach to history is able to find and build an appreciation for it and in a world where revolution fills the headlines this study of the dynamics of revolution helps him understand his world in a new way. It is our hope that the students come to feel toward history as did Coleridge and that they do learn the "lessons it could teach."

—Lewis Davis III

New Faculty at North Shore

Keeping abreast of the electric age—its visions and revisions—is a challenge to each of us; to our institutions it is a challenge to innovate and sponsor change. To respond intelligently to change we must be informed—able to communicate with our pupils who are the innovators of change. A school is necessarily caught at the generation gap and, with today's electric widening of that gap, occasionally hard pressed to stay "hip."

It is an exciting opportunity for any teacher at North Shore to re-establish his contact with the intellectual world of his profession and with the world at large through new relationships with colleagues and a sharing of their new points of view.

It is equally exciting for students to discover each year in the School's environment new topics and new personalities which will become, as the year progresses, a preceptorial part of the education they receive.

This year, for example, we have added to the High School Faculty a recent graduate of The Peace Corps in Malaysia who, on his way back to the States, stopped off for a year in the Republic of Yemen to help some villagers dig a well. He is teaching a course in Asian history. Another new member of the High School Faculty has in his background seven years of residence and travel in Europe, a summer with VISTA, and has brought us an organized soccer program with inter-school competition. Others describe their extra-curricular interests in painting, writing, music and film making with such enthusiasm as to suggest that we are becoming increasingly a faculty of Renaissance types. Three of our new teachers, for example—none actually in the Music Department—are accomplished musicians and our new music teacher in the Lower School has performed as a member of several Chicago ensembles including the Symphony Chorus.

Through such new blood as this we rejuvenate ourselves and revitalize our curiosity about change and about the process of education in which we are involved. We hope that you will get to know our new teachers, join the dialogue which we anticipate and add your insights and experiences into change.

—Frank Wallace

NEW FACULTY AND STAFF

Diane P. Dorn ..... Latin
Lea Durham ..... Kindergarten Assistant
William W. Kelly ..... Anthropology
Robert M. Long ..... Mathematics
June Meador ..... Music
Karl B. Norton ..... Dramatics
Sharon Reiche ..... Physical Education
J. Keith Reynolds ..... History
Jane Sincell (Mrs. John T.) ..... Lower School Secretary
Eileen Snyder (Mrs. Justin B.) .... Secretary to the Headmaster
Helen Turley (Mrs. Richard H.) ..... Kindergarten Assistant
Adrienne Weisse (Mrs. Paul H.) ..... French

CALENDAR

Nov. 5	**10:30 A.M.**	Educational Lecture *Report From Overseas* John Scott, Correspondent Time Magazine
Nov. 7	**2:15 P.M.**	Vaudeville Matinee
Nov. 8	**8:15 P.M.**	Vaudeville
Nov. 20	**10:30 A.M.**	Educational Lecture *The Ghetto Classroom* Joel J. Thomas, Teacher George Dewey School
Nov. 27		Regular school day
Nov. 28 and 29		Thanksgiving Holiday

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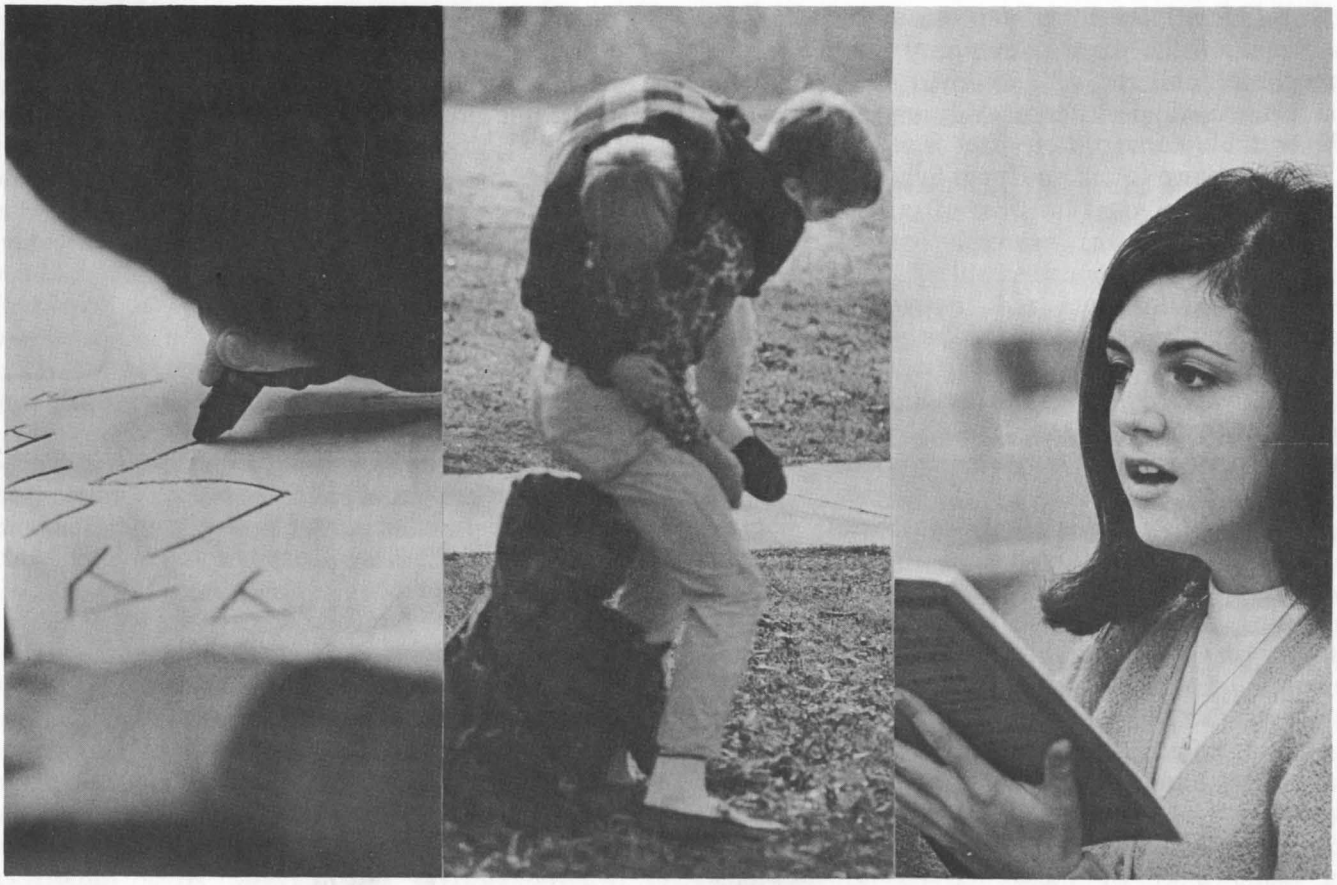
december 1968

The School Bell

LIVE AND SERVE

Vol. XXX, No. 3



A Community for Learning

"Please, if Eloise needs help in math this year, be sure to let me know; of course, it's better if she can manage by herself, but if she needs a tutor, I would love to help her again."

"But I *couldn't* go to such a small college so near home! I've been cooped up here for fourteen years; I want a *big* place *far away*."

"I suppose parents would prefer to see both seniors, the boy and the girl, when we go to pick up the freshman, but I remember how lovely it was as a freshman to have your own senior boy, all to yourself."

Many, indeed, are the sides to any coin, and a student's reaction to the fact of a fourteen year school reflects his particular experiences and varies, hour to hour, depending upon his immediate concern. Still, a student age range from four to eighteen years is one choice our independence permits, one dimension of our school worth periodic evaluation that we may use it well.

A school of sequential grades appeals to families because brothers and sisters can be appropriately grouped for instruction yet share activities as members of the same community. Many homes have heard children of different ages reacting to the common experience of Morning Exercises. A dinner table conversation after a recent UNICEF film might have found an Upper School art student commenting on the film's use of cartoons while a younger sibling was primarily caught by the puckered faces of Tunisian babies in the process of innoculation. Brothers and sisters share friends because they see them at school as well as at home. Sometimes a student has sought faculty advice about the friend of one of his siblings. In a real sense, this school invites a child to move not just into a wider world but into a larger family.

A sequence of grade levels has obvious advantages for curriculum continuity and articulation. For example, in dramatics there is more play than discipline until the sixth grade. Then students begin to have structured experiences; to the drama semester of sophomore English they bring a sense of both action and form. Some department meetings quite regularly include teachers from all three School levels. From discussions in the English Department came the "book of the moment" scheme with small groups of mixed ages analyzing the same piece of literature. To no teacher's surprise, Middle Schoolers raised as many significant points as did older students. Intriguing aspects of the learning process, about which the whole profession knows too little, are raised in inter-grade level conversations. Social Studies teachers have discovered, for example, that few of the details of American Revolutionary chronology, known well at the year's end by a seventh grader, remain part of his working background when he meets the same situation again in the Upper School.

The student who has come through our School is sometimes the subject of consultation between a current teacher and one who taught him earlier. Conversely, teachers of the younger students can know in detail and dimension how their charges develop. Observing various patterns of growth refines our expectations and predictions. The author of a student's college recommendation may well have at his disposal twelve years of teachers' observations from which to gain perspective.

But more important than its advantage to our in-school professional experience, the age span in our school contributes to the development of students. Upper Schoolers hearing the fifth graders report in Morning Exercise on their studies of Columbus marvel at their assurance and control; younger children provide a live audience for a matinee rehearsal of the Upper School Vaudeville. First and eighth graders jointly perform the Hallowe'en play, and seventh and eleventh grade boys, one fall work day, together dug out, leveled, and braced the steps which now lead to the north door of the Boys' Gym. In such encounters older students exercise responsibility for the fact of their greater experience. A group of eighth graders constructing playthings for kindergarteners had to imagine what sort of toys a four-year-old could and would use, how to move from the conception of such figures to the construction—and how to arrange for inevitable, subsequent repairs! When we ask the seniors to take the junior kindergarteners on their laps for Morning Exercise, we are, indeed, asking for help in solving a practical problem—too few seats—but more importantly we give each kindergartener his own teacher as he learns to be part of an audience.

These situations are in themselves merely opportunities; any student takes from them according to what he brings to and perceives in them. Kindergarteners do, frequently, develop an affectionate friendship with and desire to emulate their senior associates. Seniors notice that while some of their classmates forget their work day rakes, no four-year-old arrives unequipped. To a junior, his seventh grade work day partner may be an annoyance, a pleasant distraction, or a real help—and these work the other way around also. Not all seventeen-year-olders appreciate a squirmy, unreasoning mite on their laps nor are all four-year-olders comfortable with a strange adult. Some serious music lovers question whether visiting instrumentalists should be subjected to the restlessness of the less sophisticated—until, in most cases, they question the visitors. Hopefully, in the course of a given student's years in this School, his experience with those both older and younger will be sufficiently broad and diverse to allow for some intellectual illumination, some generalizations about the developmental process, ideas which will

have the validity of coming from not only observation, but direct, felt, experience.

In recent years we have seen an increase of students meeting for academic work in quite small groups or even on a one-to-one basis. Last year's Middle School faculty found some of their students developing better attitudes toward and more competence in one or more studies through the assistance of Upper School tutors. The significant thing here is that while the teachers had suspected or even had evidence of more potential than was being exercised by the Middle School students, they had not been able to unlock it. For one older student, now graduated, the turning point in a difficult, moody tenth grade year coincided with success in tutoring a younger student; to assert a cause and effect relationship here is presumptuous but tempting. This girl had been, for perfectly understandable reasons, out of step with her own classmates; possibly finding herself useful and important to a younger child offered a confidence not otherwise available. Classroom relationships are not limited to remedial work. Some of last year's fourth graders found someone besides Mr. Bannon to help them in Science in the person of an Upper School boy. Some current third graders are seeking help to build a scale. An enthusiastic athlete may take from a daily period of assistant coaching of younger students enough assurance to face anathematic Latin, and his assistance increases the instruction available in the sports class. Last year's sixth grade May Day play was almost entirely directed by two seniors one of whom commented later, "I didn't know nearly enough about discipline to help them do their imaginations justice."

This leads us to what is probably the most important quality of our multi-aged design, the chance for a student to develop his perspective on himself. Juniors remembering a mathematics Morning Exercise they arranged as Middle Schoolers still know the mathematics they learned for that occasion, and in addition, as they recall it, respect not only the influence of a special or "test" situation on their own learning but also the feelings of today's Middle Schoolers as they prepare for a similar experience, an understanding which may condition audience behavior. At least one senior boy, flanked by second graders as he recited the prophecy at a recent Christmas Pageant, might have seen himself as one of the younger children, the role he had played a decade earlier. Every now and again a High School girl wanders into the Middle School, chats pleasantly with whomever is at the desk or passing through the halls, glances into classrooms, scans the bulletin board, and leaves. Aimless? Is she saying to teachers she now understands were helpful, "Thanks!"? Is she finding in a comfortable yesterday surcease from a perplexing today? Is she a senior reassuring herself that indeed she has moved on before and can again? That we are not likely to answer precisely need not deny the possible significance of the visit to her sensing, questioning, and thereby potentially directing the fact of her own development.

So the coin has many facets and some potential worth. What of its "hard" value? Any student or faculty member spends the better part of most days in his own building on concerns immediate to his group, forgetting other levels, perhaps, until seeking to rehearse on stage, he finds it already occupied; or wishing to add Middle School representatives to the Morning Exercise Committee, he finds these are in classes when the committee is scheduled to meet; or planning a field trip he learns the school bus cannot be used because it is transporting other students home. These frustrations, however, serve to re-describe realistically our environment and stretch us to acknowledge that others share our space as well as our purposes. Because of the mobility of population in the home communities of our students, relatively few go all the way through this school. Of the current twenty-seven senior girls, six began somewhere in the Lower School and ten in the Middle, leaving more than a third of the group here for four years or less. Such conditions place practical limits on our use of fourteen grades on one campus as the impact of it on individuals defies quantification. For evaluation, we are left with our own observation: talk with the children you know; how true does the coin ring?

Virginia Deane

CALENDAR

School closed December 21 through January 5.
Classes resume January 6 at 8:25 a.m.

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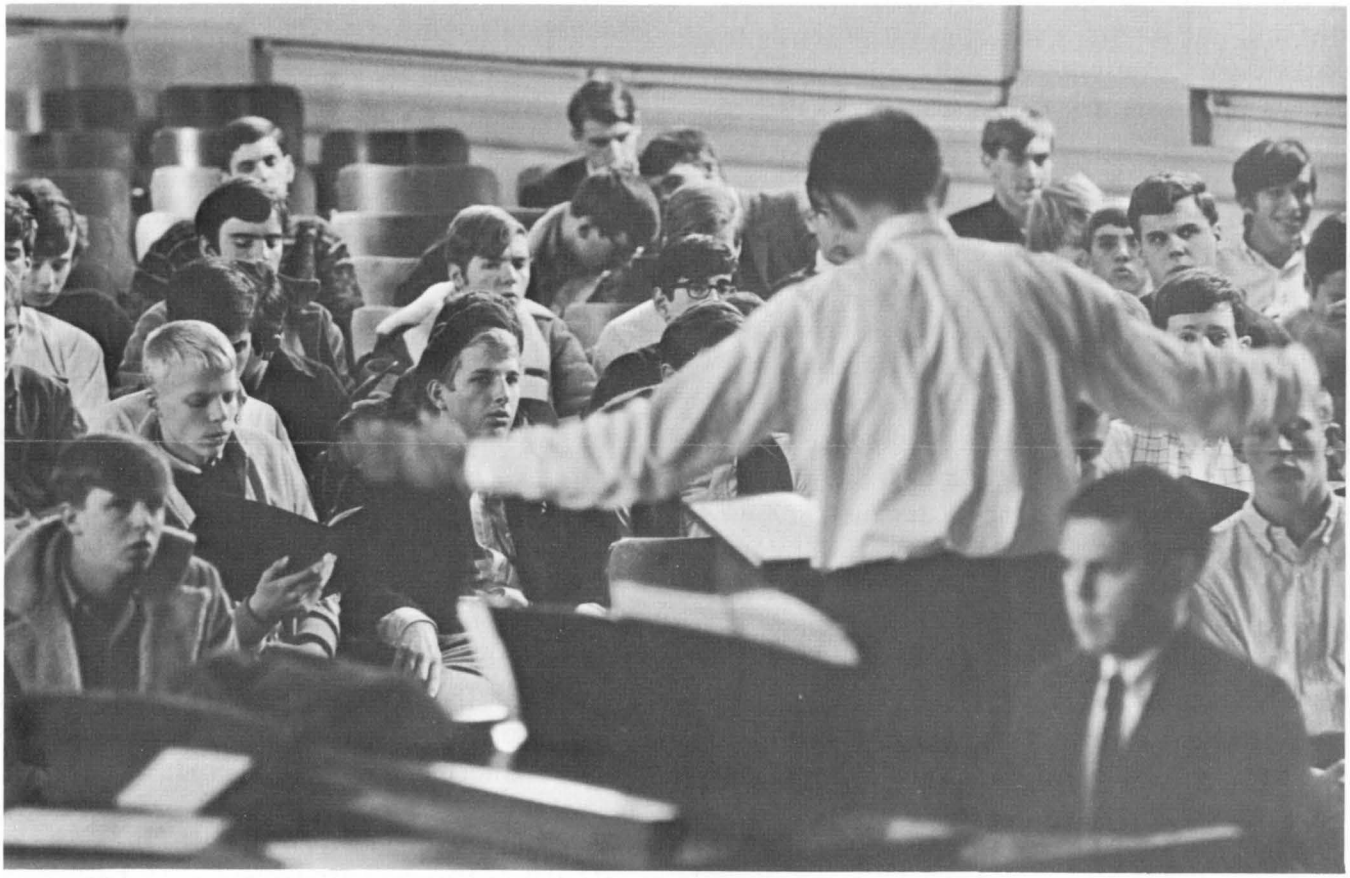
february 1969

The School Bell

Vol. XXX, No. 4

A news letter to parents of The North Shore Country Day School



Music for Everyone?

"Gloria! Gloria!" Two hundred voices burst into the opening chorus of Antonio Vivaldi's masterpiece. Two hundred? Well, perhaps not quite. Is this less than perfect participation embarrassing? Is the School's requirement a good thing? At a time when the trend is away from a prescribed curriculum, why does The North Shore Country Day School insist on choral music for everyone?

How often have we watched wistfully as someone else played the piano or strummed a guitar? How often have we wanted to sing, but felt embarrassed? How often have

we closed our eyes and taken special pleasure in familiar music well done? Surely no one needs to argue that music is capable of enriching one's life; the only question which really needs answering is the "how" of turning this possibility into a reality. "Chorus" is only a partial answer, but it is a good one and no one has yet forgotten to bring his instrument to rehearsal!

We find little that we do in this world satisfying until we do it well. We find little that we do well satisfying until we can appreciate some of the more sophisticated "overtones." Finally, there is little that we find more demanding than the successful participation in an artistic performance. The co-ordination of intellectual, physical, and emotional forces can be both exhausting and immeasurably rewarding. It is this reward that we seek.

One cannot fairly leave to chance the enrichment which can come through music. We begin the preparation for this in daily music classes in Lower School, later through the Fine Arts program in the Middle School, and, finally, through the Minors program in the High School. Instruction and participation in "music-making" are provided for all and by this means music is brought into the sphere of everyday experience. It loses its strangeness, its apartness, its "for the special talent" aura. Music, it becomes apparent, is for any, for all, and although some may find it easier than others to be nightingales, none is condemned to be a crow.

"Training" in music is just as important as it is elsewhere where talent and ability are concerned. The vocal chords, like a muscle, are strengthened by usage. Range widens, volume increases, quality improves. Through practice, the ear becomes sharper and more discriminating of pitch. And, as is true elsewhere, as a student acquires the necessary skills his interest grows as well. While it is true that one's success in music is unquestionably affected by his aptitude, singing, from the simplest of folk songs to the most intricate chorus parts, is largely a matter of doing it enough. Witness the girl who must have been responsible for the origin of the tune in the basket quip. After years of patient application she was at last able to sing with the altos in the opera.

There are other factors, too, which affect one's participation and among them is the fact that one's inclination toward music is likely to be, like Katisha, "an acquired taste." There is, for instance, an observable positive correlation between real involvement and the length of time that a student has been in North Shore. Those who have come up through "the system" are not all enthusiastic supporters, but even those are likely to accept the fact of the music program's existence as well as its fundamental soundness. The text, English or foreign, sacred or secular, light or serious, has a marked effect on the nature of the music and may or may not strike a responsive chord in the student. And the chorus, itself, affects the individuals in it. Chorus is a little like an athletic team in this respect; some seasons are better than others. Recently it was possible to perform only a portion of a large work at Christmas which had been presented in its entirety four years earlier. The rehearsal time for the more recent attempt simply was not adequate for the capabilities of the group.

Despite the above, it remains true that Chorus is the wellspring of our music program, particularly in the High School. It is responsible for the twenty per cent of the student body that sings in the Sangerbund—twenty girls (A Capella) and twenty-three boys (Ensemble)—and it serves as a training ground for those who will emerge as soloists in the annual Gilbert and Sullivan production. It has often been pointed out that the special singing groups number among their members the leaders in athletics and student affairs, generally. Some years ago a newspaper carried a picture of four boys who were to sing the leading roles in the opera, "Pinafore." The "twist" was that all were in basketball uniforms as starters on the varsity squad. The fifth starter was the opera's student Coordinator. A favorite story is that of the husky all-league guard who, having *sat* in Chorus until part way through his senior year, went on to organize his own male quartet in college.

As North Shore has grown in size it has become increasingly difficult to include as a part of the

regular program activities which involve the entire student body. Chorus is today one of the remaining bulwarks of the concept of family on which the School was founded (the only one in which the entire High School is involved as a unit). Although "doing one's own thing" has become increasingly important to some, few deny that circumstances demanding cooperation are often as valuable as they are inevitable. In few undertakings is the result of disciplined, selfless, mutually directed effort more apparent than in the performance of a choral work where, within and between the parts, all is focused on the whole.

All students, the new and the old, can become actively involved in Chorus, and time and time again voices have appeared in the most unlikely frames, to the delight of owners and director alike. At this age level, a considerable maturation can take place in a relatively short time and more than once physical development has come to the rescue of desire. For when all is said and done, the voice is *the* instrument—the most subtle of expression, capable of greatest personal involvement. Sound becomes identical with self. Add to this the special excitement of being *in* the creation of the music and one moves to a level of participation which can defy verbalization. It is all well and good to read an explanation of, and then listen to, the counterpoint of Bach, the lyricism of Brahms, or the rhythms of Stravinsky, but the essence is revealed in becoming one with them.

—Vincent Allison

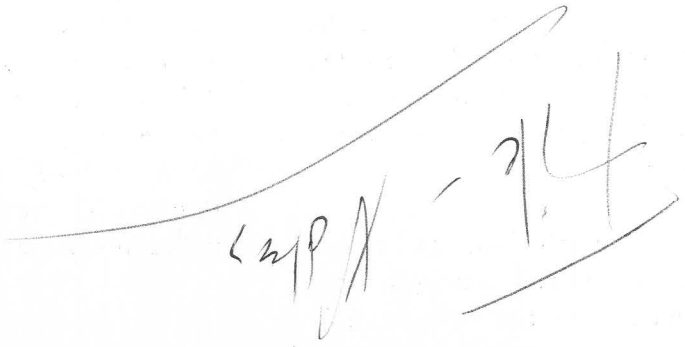
CALENDAR

WINTER HOLIDAY

February 20—Sunday, February 23 inclusive.

Note special dismissal schedule:

Upper School	12:30 P.M. before lunch
Middle School	12:30 P.M. following lunch
Lower School	11:30 A.M.



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april 1969

The School Bell

Vol. XXX, No. 5

A news letter to parents of The North Shore Country Day School

"Traditions", A Device For Continuity

Ambivalence can be a very disquieting phenomenon. Most of us prefer to feel and act strongly and single-mindedly; yet this is not always possible. For each of us there simply *are* situations about which we feel two ways. For many of us traditions are situations of this sort, but they need not be.

Traditions are important and positive, perhaps even essential for institutions such as ours. They help provide continuity, a first line characteristic of every healthy school, and through this continuity a sense of the

"TRADITIONS"; A DEVICE FOR CONTINUITY
(Continued)

institution. At North Shore we don't remain the same year after year; we do encourage change and innovation, but not at the expense of ceasing to be "North Shore." Being North Shore is important to us. We believe in the constellation of things that is North Shore and we don't want to lose it, and we would like all those associated with the School, past and present, to feel that they are a part of the same institution. People everywhere have a need to belong, and we set out both to respond to this need and to capitalize on it as we create learning situations.

Tradition, monument, and relic are common manifestations of the togetherness desire as expressed in families, schools, and nations, and none of these human units would be as cohesive without these devices as it is with them. Schools like North Shore have few monuments or relics, but we do have traditions and they are very important to us. Through them we are bound to the past, to each other, and to the institution, the health of which today and tomorrow hinges significantly on the degree of our identification with her.

The Santa Claus party, May Day, Work Day, Morning Ex, Dunlap cleanup, Stunts, and many more are important prerequisites for our cohesion, traditions through which we share experiences with one another today and with the graduates of years ago. Strong and venerable as these traditions may be, however, they do require careful cultivating and occasional pruning lest they grow all out of shape with the times. In this connection, several of us were struck by an interesting comment made by a Middle Schooler this fall. She was discussing May Day and decrying the changes which had taken place in its celebration. She thought it was really better the way it "used to be" and was worried about a change in tradition. She hoped we would go back to running races for the amusement of the May Queen; she was not aware that her "long standing" tradition was established in 1962 and discarded in 1965! The story illustrates several things, the attractivensss of May Day–she liked the fun and games; the disappointment that can come with changes in tradition–she wanted to go back to the good old days of races; and, curiously, the fact that traditions can change without general upset–she was unaware that for over forty years we had had May Day with no races at all! Finally, it is worthwhile to note that this girl and her alumna mother could both talk about their May Days, do this enthusiastically as members of the same institution, but be talking about events which on the surface appeared to be not at all similar.

North Shore is a very special place and if we were really accurate when talking about our traditions, we would not do this in terms of the labels usually applied, Santa Claus Party, May Day, etc. These are not the real traditions; they are only the ways the traditions manifest themselves. These expressions change periodically but the traditions themselves remain remarkably constant. To a degree, of course, I am only playing with words, and yet the distinction I am pointing out is a terribly important one. Notice, for instance, what has happened to the Christmas Tableaux. For years the Art Majors have presented this program at Christmas time and it has been enthusiastically received. It continues to be very well received, but I fear that some people have been surprised by today's offerings, which are a far cry from the attempts made years ago to recreate on our stage masterpieces of the Renaissance. Today we are likely to have electronic music rather than a "heavenly choir," flashing lights, and tableaux designed to move. Is this the same tradition? We still have Art Majors sharing their sophistication with the rest of the School through creations of their own, having to do with the theme of the Christmas season. Only the setting is changed in an effort on the students' part to make their program more relevant.

There are two dangers which I associate with tradition, one that it might be unworthy in the first place and another that its expression might be unsatisfying. The first we can do little about except hope that we are sufficiently astute to avoid the pitfall, and the second doesn't become a problem so long as we bear in mind that as we plan and execute our traditional events we are looking for ways to enjoy, describe, or simply experience

something today that we consider especially important. These especially important things I would like to consider North Shore's traditions. They have all the important qualities of those things we call traditions without the drawbacks associated with outdated ceremonies. They don't have handy labels and perhaps that is why "Tableaux" continues to appear on our list of Christmas programs in spite of the fact that what happens on stage appears to be so different from what used to be there.

I think it important that we work to keep constantly in front of us those things which I am calling North Shore's traditions both because the tradition or viewpoint or philosophy—whatever you choose to label it—has value of its own, and also because we do need to remind ourselves that these are the things we are trying to express as we plan and execute Work Day and Stunts. The list I have is hardly exhaustive and others may wish to add ones of their own.

We believe

In an *intermingling of ages*, not simply because this can produce pleasure and a homelike setting, but more importantly because through this kind of example setting and observation some of the most important human learning takes place.

What happens to *the individual* is of paramount importance, thus, small classes, special study groups, opportunities for individual expression... are included in the curriculum.

Opportunities for *competition* are crucial to the development of skills and confidence, and competition with one's self is frequently the most demanding sort—this year the boys' basketball team often had more competition during practice than during a game.

Responsibility for yourself and others can be developed and is a cornerstone of maturity, without which academic learning has little worth.

Recognition which does not obscure the accomplishment allows one to better enjoy and profit from the accomplishment—we provide no ribbons, medals, honor roll, or the like.

Inclusion is important—everyone gets to compete, to sing, to act, to draw. No forms of expression are reserved for the particularly gifted; we all learn through them.

Growth takes place through participation much more effectively than through observation and we are more interested in growth (education) than other things.

These are the kinds of "traditions" I most like to associate with North Shore. They encourage us to grow and to respect one another, and their expressions can be cultivated or pruned when necessary. Having them serve as the kinds of things that bind us together makes me pleased and proud of the bond.

—George Eldredge

N S C D S FOREIGN FILM FESTIVAL

Prize winning films to be shown in their entirety on the dates noted. Parents are welcomed. (All of the films are sub-titled in English)

May 6, Tuesday, 9:50–11:20–UMBRELLAS OF CHERBOURG, Jacques Demy's musical, starring Catherine Deneuve.

May 15, Thursday, 10:30–12:00–ANTIGONE, the classical Greek tragedy of Sophocles, starring Irene Pappas.

May 22, Thursday, 2:50–4:50 (for the upper school–a morning showing will be arranged for the middle school)–BALLAD OF A SOLDIER, "the best Russian movie made since World War II," directed by Grigori Chukhar.

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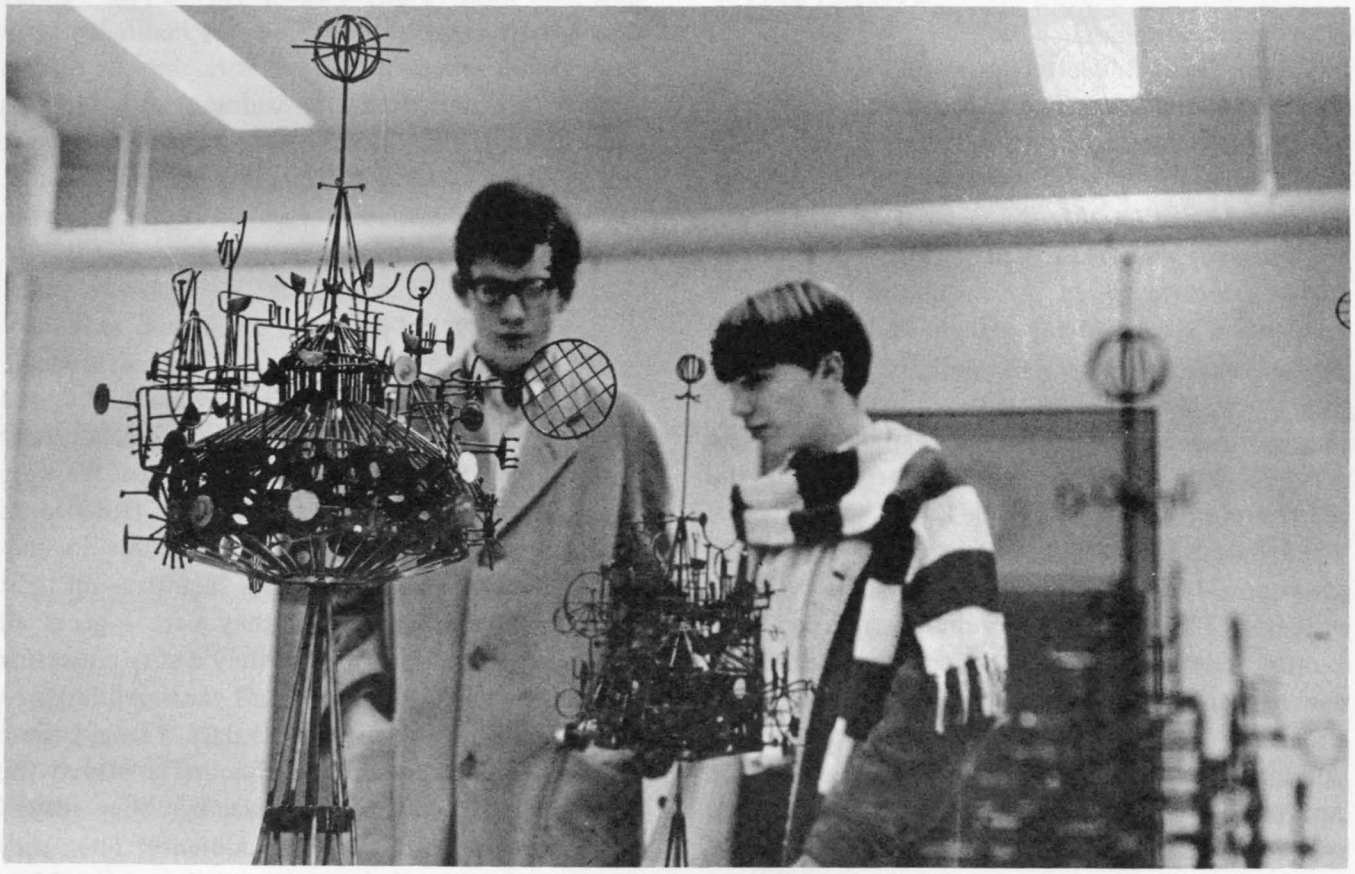
may 1969

The School Bell

Vol. XXX, No. 6

A news letter to parents of The North Shore Country Day School



"Dear Mehitabel"

February 2, 1969

Dear Mehitabel:

Today looks like spring, but still I can't wait until we get back to Miami! Only seven more weeks. How are things in Cleveland? I haven't done any of my homework for tomorrow and it's already seven o'clock. I'll have to make this short because I don't want to miss *Mission Impossible.* Tomorrow we're going to have this big arts thing at school. It's going to be all week! The teachers have been asked to lay off the assignments so it will probably be a pretty good

"DEAR MEHITABEL"
(Continued)

time. I have two photographs in the exhibit; one is of you but no one can tell because it's abstract. One of the things during the week is to be a judging of the photographs. I have to do biology so write SOON.

Love,
Archie

February 3, 1969

Dear Mehitabel:

I didn't mail this letter today and so I'm adding this on to it. I'll do that all week because there's going to be lots to say about this festival. The festival just got over for today and it's 10 o'clock. Tonight I went to hear the Blues Band which was GREAT. It was in the coffee house which was under the stage where the scenery is kept. There were some black lights and these little tables with peanuts and you could buy stuff from the GPA. It was really groovy, boy, you couldn't breathe in there it was so full of people, parents, too. The teacher with the Blues Band talked during the afternoon on blues; I guess he knows the stuff real good because that's how he talked. During the afternoon I heard an ad man talk about using spades in TV ads. There were movies all day, too, but some of the ones that were supposed to be shown weren't and so maybe I didn't miss Rinosorus (sp.?) anyway. Do you know Chris' mother and another lady sat there all afternoon waiting for one movie that never was shown? They watched one movie four times! Now I know why parents like homework–they like to be bored. Well, I'll add some more tomorrow. P. S. I didn't get to see *Mission Impossible* because my father decided to quiz me on biology. And then we didn't even have a class because of the arts thing!

February 4

Hello again,

They showed the Rinosoris today and it was really cool. Chris' mother and that other lady were there and they only watched it once! The great thing today was this guy with one eye (he lost the other one in India when a cleaning man swept it onto the table and carried it away in the trash. It was a glass eye, of course.) He read poetry and it was all in short phrases; I saw a book later and what he did was stop at the end of every line even if there wasn't a period. Like if I wrote like

this instead of
writing in complete
sentences and you read
it in bits. It was cool.

Then he talked to some of us for a couple hours about being a poet. (Robert Creeley is his name in case you want to buy a book. He has four!) I may decide to become a poet. This guy had really been around but I guess he isn't old enough to be read in school. The faculty really seems to grove in this stuff. Mr. K. likes the movies, though, and we're seeing some of them in class and discussing them. He said that *Rhinoceros* was a satire. To be continued.

February 5

Here I am again. The pencil is because Bucky used my pen to play darts in the coffee house. Actually he had won it from me in five card stud. We were playing in the coffee house until Mr. E. frowned on us. I think that people ought to be able to play poker if they want to but the faculty is up tight about people taking in all they can. I guess all adults are, sometimes I wish they'd stop educating us all the time! Anyway I didn't get to win my pen back and Bucky used it for a dart. Tonight there was this guy named Steve Reich. He played the piano with this other guy and then they played some tapes and stared at the audience. Then they got bored and went to the john or something. Anyway the music was this same set of notes or words played over and over for fifteen minutes. It was modern; and the sounds kind of went in and out of one another. Anyway, when I closed my eyes it was groovy but I wouldn't want to listen to very much at one time. Most of the kids dug it but the parents looked shocked. My parents were still looking at the art. I got Creeley's book, *WORDS*, and I'm sending it when I mail this letter. Read it! Oh, I almost forgot. The photography judging was today. They were nice people and they told us a lot of stuff about chemicals but I don't think they

understood my pictures. Have to read some anthropology. More tomorrow.

February 6

Today was the best day yet. Derek Lamb showed his animation films. They weren't all like Yogi Bear animation if you know what I mean. Animation is very complex. I'll have to wait till vacation to tell you about it. Mr. Lamb went to some Art II classes and Jeffery told me all the things he said. I'm going to talk to him tomarrow about a film I want to make. He's staying around here for a couple of days which is really a good thing since I'm going to be a film animator instead of a poet by the way. You get bigger audiences. There have been millions of people from outside the school hanging around and seeing things. I showed an old woman where the art exhibit was. These old people like that kind of stuff. Also I went to the art room to hear Steve Reich make these tape loops. He had three tape machines and three loops of Mr. P. saying: "My name is Ernest." He played them together and they went in and out of phase (that's the word they use). Mr. N. ran into me three times in an hour and said I was ubiquitous. I looked it up to see if I was insulted. If I was ubiquitous I'd be there and here both. Look it up.

February 7, 1969

Hello still again,

Well this was the last day and so I'll mail the letter tomorrow morning. Only six more weeks till Miami! Today was artists day and so I went in and looked at the stuff. Some of it was pretty good, I guess. Especially some welded machines this guy had made. One of them was called a "go-nowhere" machine. They had wings and wheels and gadgets and stuff. Mr. P. had a box with six sides of pipes going in all directions and you had to walk under some of them and over others to get around the room. Bill suggested that we should hook a hose to one end but we didn't. The last thing was this panel with a guy named Bouras. He talked about where art is going and I guess he knew what he was talking about. Anyway, people listened and laughed pretty much.

There's a dance tonight at Francis Parker. (Did I say there were about four other schools doing programs and that our kids performed there as well.) Well, I want you to know that I'm not going because you aren't here. What are you doing tonight?

Love,
Archie

February 21

Dear Mehitabel,

I got your letter and I still don't think I should of gone to the dance at Francis Parker, but thanks for saying I could. Anyway there are only 32 more days! Yesterday we got the results of a questionnaire which was passed out to the whole school after the arts festival. I don't know why they went to all the work though because I could of told them all the answers. The most popular thing in the week was Derek Lamb. There were some other things on the questionnaire too. 82% of the students wanted it to happen every year and lots of people checked that they wanted to perform or help plan it next year. I don't know where all these artist types come from. Anyway I've decided not to put any more photographs in but I've started on a film and had to write some poetry for English which was "H" so maybe I'll do more of that. A lot of people wanted there to be other kinds of festivals too. I think that would be cool. Especially a science festival! I think the best thing is putting lots of stuff together. Write as soon as you get this!

Love,
Archie

—Frank Wallace

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june 1969

The School Bell

Vol. XXX, No. 7

A news letter to parents of The North Shore Country Day School

Man in Society

From the four thousand years of recorded history—and the many more of man's pre-literate existence—what social experience shall we choose to teach to young Americans in 1969? For the generation to which TV brings a war in progress from half way round the world, whose education may shortly include computer language, whose jobs are likely to require trans-global associations or foreign residence, what of man's past is useful? To the future decision makers of the richest land in all of man's experience, can history say anything about the use of such wealth? Given

accelerated social change, what perspectives will offer the tools and confidence for just resolutions to conflicts? When we bring to today's headlines of rebellion in Ulster a perhaps fuzzy but, nonetheless, vaguely historic sense of what is at stake, and yet to as prominently placed a headline of rebellion in Biafra, chiefly a puzzled frown and a tongue-test of pronunciation, who, indeed, was the "man" of the histories we studied? Such queries are plaguing teachers of history and social studies with increasing intensity. This last one was recently asked by an independent school Black student of some middle western teachers, meeting to consider criteria for history curricula revision.

One response to the national dissatisfaction of history teachers with what and how they are teaching is a project of the National Association of Independent Schools with which our department has been working. The charge, it seems to us, is not only what information shall we choose to teach, but how shall we structure the learning experiences to best expand our students' capacities to contribute to and live fully within a just and healthy order.

A year ago we joined about 40 independent school teachers who, thanks to a grant from the Johnston Foundation, spent a week together, thrashing out with several social science scholars and public school teachers some possible new directions. We worked intensively in small groups, first on processes and phenomena, an understanding of which seemed to us critical for social survival—for example, urbanization, ecology, and the stratification and relationships of social groups; secondly, we re-explored pedagogical areas, such as the learning process, examinations, and curriculum structure. We recognized how our own perspectives and techniques still reflect much of the milieu and scholarship of the 40's and 50's in which we spent our formative years, and we tried to be sensitive to how different are the spectacles which our students wear. We acknowledged, without resolving, the tension between the fragmenting specialization of scholarship and the need on the part of any active citizen for comprehensible synthesis, perspective, and a sense of identity.

A preliminary report from this conference has been discussed during this year in many school faculties and teacher conferences. Criticisms and further suggestions have been collected nationally, and after school closes this June, a group of about twenty will pull these together into a fuller report. By no means intended as a definitive manual, we hope that in reflecting some of the best thinking about teaching history and the social sciences, it may assist departments across the land to design more effective courses.

The transmission of our culture has never been the sole, even the chief, aim of our courses here. We have long been concerned that students understand processes, develop their reasoning, and become sensitive to social value choices. As the input of student experiences and the quality of our environment changes, the machinery of our learning experiences continues to need retooling. Sometime ago we began revising both the content and form of our history curriculum. We added anthropology, as a full course in ninth grade and, to some extent, in sixth grade. Dr. Bohannan's report on the development of our freshman course has been widely and usefully distributed. Several recent classes of seniors have learned about our own society not only from reading and discussion, but also through practical experiences in local political groups, businesses and service agencies, all within the United States history course structure or as part of a May Project. This year we added to sophomore history a semester study of some Asian civilizations.

For September, 1969, we plan further improvements. The ninth grade course, while continuing as an introduction to anthropology, will also acquaint the beginning high school student with other points of view, for example, those of the geographer and historian. Emphasizing the totality and history of peoples' culture and response to change, the course will study selected sub-Sahara societies. We expect to require such interdisciplinary study at the ninth or tenth grade level as a basis for further work in the department.

Secondly, we are beginning a new course for juniors—United States Studies, an effort to examine our national experience horizontally, as it were, as well as vertically; from its literature and technology as well as from its economic develop-

ment; from its mores and values as well as from its political chronology. Moving United States history from senior to junior year, beginning with most of the class of 1971, and preceding it, for younger classes, with a cross discipline course, gives us golden opportunities for seniors who may want still further work with social science. Term courses can be designed against considerable background and in response to particular interests, for example, Latin American Reform Movements, the Renaissance, or the Democratic Tradition. In the light of the older students' need for increasing experience with independent, self-selected study, a wide variety of course structures will be possible: seminars, reading tutorials, investigation projects within the community. These will not go into operation until the fall of 1970 and their skeletons remain to be fleshed out during the coming year.

While most of our students now graduate with at least two experiences in social science, eventually all of them will. Because the required courses will be the same for all (although there will be opportunities for choices within the courses), the relationship of the one to the other and the teachers' and students' use of both can be improved. History will retain an important role within the courses, but the perspective for the other social sciences and, probably also of teachers from other departments, especially from the humanities, will render the history truer, more telling. The focus of the social science curriculum will still be man in society, our own and, for perspective and comparison, at least one other culture. We will still attest to our conviction that one does not learn where he stands or where he may go without knowing whence he came. But each society will be considered from as many positions as our faculty talent and community resources will allow so that a student may not only better understand social structure and change, but also see the individual, including himself, truly and vitally an actor in them.

—Virginia S. Deane

NORTH SHORE ARTISTS RECOGNIZED

A "Newcomer Award of Merit" for outstanding work in the field of pottery was voted to Miss Jane Dalton, Middle and Lower School art teacher. Miss Dalton was one of four artists so recognized by the selection jury for the 57th Street Outdoor Art Fair. The Fair, which is the oldest of the city's outdoor art fairs and considered to be among the best because of the quality of the exhibiting artists, will be held the weekend of June 7th and 8th at the corner of 57th Street and Kimbark in Hyde Park. About three hundred craftsmen and artists show at this annual event and competition is high for the available places in the show; this year Miss Dalton was among fifty new artists selected from over two hundred competing for entry.

Miss Dalton received her Master's Degree in Fine Arts in Ceramics from the University of Michigan. She is a specialist in the development of ash glazes, having created some two hundred after the fashion of the old Chinese ones. Her pots have been shown in fairs across the country.

Pictures of the works of two of Miss Dalton's students appear in the June issue of the *School Arts Magazine* for winning acceptance in a national competition. Gail Wirtz, ninth grade, entered two pots and a sixth grader, Tom Abelman, had his mobile accepted.

CALENDAR

June	6	10:50 am	Lower School Closing Exercises
June	7	8:15 pm	May Project Play: "The Cherry Orchard"
			Auditorium
June	9	12:30 pm	Middle School Luncheon
			Activities Room
June	11	1:00 pm	Senior Luncheon
			Activities Room
		2:30 pm	Senior Stunts
			Auditorium
June	13	3:30 pm	Commencement
			Auditorium
		10:00 pm	Junior Prom
			Arts Center
Sept.	11	8:25 am	School reopens

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march, 1970

A REPORT from The Headmaster

The School Bell
Vol. XXXI, No. 1

A REPORT

Today, more clearly than at any time in the history of education, teachers are faced with the necessity of teaching thought itself–of teaching the process through which a problem is analyzed and a creative encounter with it is imagined. However, although adults, teachers among them, recognize this necessity, it should not be assumed that we unfailingly employ the process we teach. For instance, what we have characterized as "planned obsolescence" is often no more than an expression of our annoyance at not enjoying the latest "improvements." The "generation gap" is sometimes only a reflection of a speedup in technological advance so extreme that we have been unable yet to devise new methods of problem solving to keep pace with its attendant changes in cultural and social milieu. Ours is not simply a time when solid state circuitry is taking over the work of man; it is equally a time when culturally and spiritually, as well as intellectually, we are mired in dilemmas inadequately anticipated ten years ago. Both the changes themselves and the confusion which has resulted from them have challenged yesterday's standards, and relativity is increasingly called upon as explanation and justification. For many, there are few traditional stars on which to get a "fix."

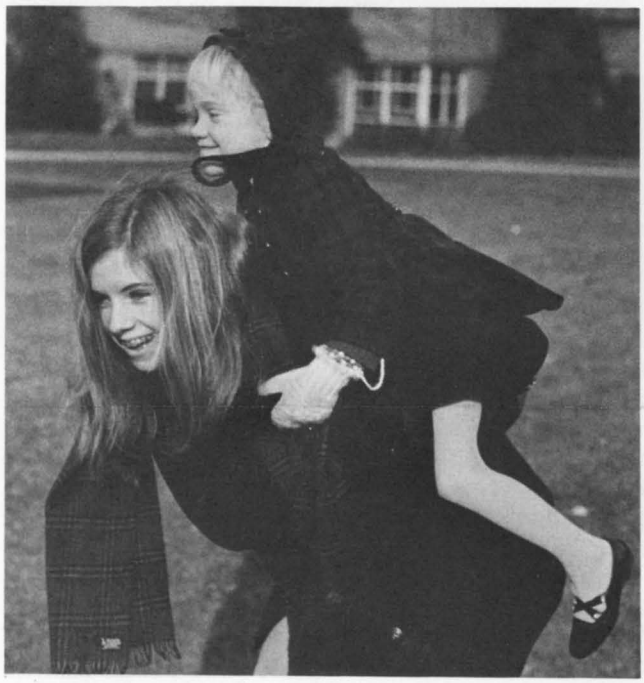
The consequences of this situation for education are manifold. More clearly than in years past, the danger of teaching facts and systems of thought becomes apparent. Insofar as we teach scientific fact and venture into more and more sophisticated areas of inquiry, we become increasingly aware of how thin is the ice on which we stand. Our footing is equally unsure when we view ourselves as teachers whose traditional occupation has been to pass on the culture intact. Increasingly we discover that the content we teach is liable to revision, either by scholarly consensus, new discoveries in the field, or the reorganization of traditional patterns of inquiry. Today's experts question yesterday's postulates, DNA sends textbook writers scurrying, and the interdisciplinary approaches of anthropology and sociology shed new light on the workings of man. Our response to this multiplicity of changes can scarcely be simply to alter content. In fact, it is painfully obvious today that content in virtually every area of inquiry is unmanageable as a consequence of the sheer mass available. The changes we must effect surely include content revision, but more importantly, involve shifts in method; and it is both perplexing and crucial to recognize that some shifts based though they are on careful thought and evaluation, are, nevertheless, in the final analysis, arbitrary and may have to be changed next year in the light of new information.

In response to the changes in the style of life and in the cultural and social values of the youngsters we teach, the School has sponsored a shift in the parent-teacher-student triangle–from authority to reasonableness; from announcing policy to working out policy together; from functioning as professionals with the sole authority to create curriculum, to enlisting student support in this effort; and from presenting a single English IV to offering the course in nine different sections, of which any student may choose three. Schools, perhaps more than any institutions in the country, must integrate and organize the disparities which exist in society in order to make progress and succeed in their task. Student involvement in planning and execution has been an important part of our efforts in these directions, while we maintain a stable environment sufficiently ordered that the student may measure his growth toward adulthood.

Implicit in an atmosphere of change, choice, and relativity is a significant degree of unrest, disappointment, and disaffection, but progress is seldom made without them. The successes which we have enjoyed as children and adults have been moments of encounter with obstacles, the surmounting of which has demonstrated to us our capacity for creative thinking and our stamina and resilience. Some illustrations follow.

A five-year-old's most important task involves his coming to grips with himself, achieving a real measure of security and comfort in the role he plays and thereby freeing energy for the pursuit of less personal abstractions. Last

year's kindergarteners concerned themselves initially with things close to home and, in November, they dressed themselves as Indians and invited the first grade "Pilgrims" to a feast they prepared of corn bread and cranberry sauce. Later in the year, they were captivated by a display presented by a member of the class of '68 who returned to School with a fascinating collection of Eskimo art and artifacts. Their interest and imagination excited, they created Eskimoes of fur, a walrus built of tongue depressers, a tinfoil fish, and a seal, whale, and heavily laden dogsled out of scraps of material they found in the room. Later in the year, our advances on the moon led them to study space, our galaxy, rockets, and planes. In many ways, the kindergarten's efforts typified the best of one kind of activity at School. Prompted by the excitement they felt in their world and guided by adults who could inform and lead them to create, they pursued topics of great relevance to them.



TUTORIAL PROGRAM 1968-69 saw an intensification of the opportunities for students of widely different ages to work together. A share of these experiences came about as a result of the tutorial program, which allows high schoolers to help Lower or Middle School children in academic difficulty or to work with others who might benefit by extra attention or an opportunity to explore a field of interest. The benefit to the younger child is obvious, that to the older one, sometimes overlooked. Said a tenth grade boy, "You can't be their friend, even though that's what you'd like most – because you're part of what they are investigating and testing." Said an eleventh grader of his experience working with a first grader, "It's difficult to tell a kid how to fold a piece of paper three ways. Knowing how it's done is a long way from being able to communicate it. Following directions is a teacher idea." Respect for the problems of teaching, insight into the problems of learning, and recognition of the capabilities of children were each developed in the course of experiences in biology. Last spring, lower schoolers became intriqued with the workings of the starfish. How did he breathe? How did he move? How did he eat? Their observation of a dried-up specimen provided poor answers. Happily, a group of sophomore girls was dissecting starfish and crayfish at this time and an opportunity was provided for them to bring their work to the Lower School. Each pair of lab partners had two or three children under their tutelage and over an hour was spent examining the workings of these creatures. There were occasional squeals, held noses, and comments such as, "Gross!" and the sophomores returned to the high school limp and impressed. Said one, as she met the fresh air outside, "I didn't know *anyone* could ask so many questions!" One wonders who learned more, she or the lower schooler.

In the course of the 1968-69 School year, a variety of exciting presentations developed out of the classroom and were presented as parts of traditional programs, or developed as part of our celebration of the School's fiftieth year. In the fall, we hosted a two-week exhibition of fifty of the original works of art created for the Great Ideas of Western Man series. This we did in conjunction with the Village of Winnetka, then celebrating its centennial as we celebrated our half-century. In anticipation of the presidential election, we heard from representatives of Hubert Humphrey, the Yippies, George Wallace, and Richard Nixon. At Christmastime, the ninth graders presented a compelling modern interpretation of *Everyman.* A week and a half later, the high school chorus sang excerpts from the *Gloria* by Antonio Vivaldi. Remarkable new talent developed among the underclassmen as *Princess Ida* went into rehearsal; and in mid-April, the Sangerbund flew to Philadelphia where they sang in three schools, enjoyed a concert by the Philadelphia Orchestra, and used what time remained to visit Valley Forge, et al. In the spring, the French IV students went to the theater in the round in their dramatic production of scenes from Jean Anouilh's *L'Alouette.* The script had been prepared by one of the students and the acting, both sensitive and fluent, demonstrated clearly the students' understanding of the tragedy of Joan of Arc.

In a variety of ways, student initiative found positive expression. Last year saw the culmination of the efforts of a few boys, then eleventh graders, who, as seventh graders, had come to the high school physics lab to "look at" the apparatus. As eighth graders, they made a tentative beginning in using some of the equipment. As freshmen, they specialized in the repair of radios, TV sets, intercoms, etc. As sophomores, the boys became interested in amateur radio and eventually were able to earn their licenses and, as juniors, nearly all were radio "hams," operating their own station in the high school basement, communicating by both voice and code with other hams near and far away. On the stage, initiative of another vein was fostered. Last year saw the introduction of Drama Major in the high school, a full credit course devoted to the reading, study, and production of a broad spectrum of plays, several of which were student directed and produced. Additional offerings were presented by ninth graders, eleventh graders, and twelfth graders. A partial list of the titles indicates the richness of the offerings: *This Property Is Condemned, Midsummer Night's Dream, Everyman* – at Christmas, *The Birds, The Cherry Orchard* – the cast in addition to seniors included both faculty and faculty wives, *Coriolanus, A Taste of Honey, The Queen and the Rebels, Waiting for Godot,* Pirandello's *Henry IV,* Ionesco's *Jack or the Submission,* and *The Bald Soprano.*

ARTS FESTIVAL

North Shore's interest in the fine arts was demonstrated in a new form, the Arts Festival, which demanded quantities of initiative, creativity, and sensitivity. In the fall of 1968, the student governments of several independent schools in the Chicago area spoke enthusiastically about devoting a week to an arts interchange among the schools. Happily, North Shore's faculty saw much of value in the idea and several North Shore students took the bit in their teeth and ran. A great deal of planning and hard work followed, culminating in a week of exciting exposure to an array of student and professional art. Too often, innovation has come to be valued for itself. In this case, the newness was stimulating and its effects were long lasting. A total of thirty-five separate events was scheduled, as many as four at one time, so that students always had a choice of things to do. The opportunities included watching films unavailable in theaters, listening to lectures by artists and critics, attending concerts, watching plays and dance recitals, and watching an artist work and explain his technique. That art is a fine medium for communication is implicit in this comment from a faculty member: "An inspiring moment during the Arts Festival: three boys discussing excitedly the development of photography with a retired (65-year-old plus) gentleman turned professional photographer. What happened to the generation gap?"

Another innovation of note: late in the spring of 1968, high schoolers were offered an opportunity to discuss the medical and legal implications of drug use with the School's pediatrician in meetings held without school staff present. Because these discussion groups began late in the School year, there were few of them, but interest was considerable and the topics discussed were of real concern to the students. It seemed worthwhile to continue this opportunity for high schoolers and, as a consequence, a series of such discussion groups was held last year with a psychiatrist. Attendance was entirely voluntary, no record was kept of those present, and none of the details of their discussion was shared with the faculty or administration. Again attendance was good and the effort worthwhile. Sometimes an individual with no disciplinary responsibility, disassociated from both School and home, is the easiest person for a high schooler to talk with.

That North Shore strives to develop independent, knowledgeable, responsible individuals imbued with initiative and commitment, is scarcely new. Moreover, many of the avenues we follow in the pursuit of these goals are both familiar and effective.

MORNING EXERCISE

There have been periods in our fifty-year history when the morning exercise program seemed to be faltering, but not today. In fact, it is not uncommon for an individual or a group to have to wait several weeks to find an opening in the schedule. Controversy, music, theater, individual interest, and class projects continue to be offered daily.

ATHLETICS

Although regular attendance in athletics increasingly competes with time spent in the Art Room and on stage, games competition continues to dominate the afternoon hours. The girls' phenomenal success in hockey continues without letup. Their winter involvement in modern dance is spilling over into other seasons of the year as original, creative programs are presented; and student choreography is featured in plays performed at any time of year. The boys' participation in sports remains strong, and the fall of 1968 saw the creation of our first varsity soccer team. This group worked out in the spring as well and, although one result was a reduction in the number of boys playing baseball and football, both of these groups were successful, the football team tying for second place in the league. Sparked by a six-foot ten-inch center and excellent teamwork, the basketball team won 26 of its 27 games, captured the league championship, and went on to win the post-season tournament.

MAY PROJECT

The senior May Projects are fast becoming established parts of the curriculum. Indeed, an examination of them offers one of the best gauges of the effectiveness of the years of schooling which preceded them. Here, more than in any other activity, most students have an opportunity to demonstrate their initiative and independence, express their commitments, and respond to challenges which are particularly meaningful to them and in no way contrived. In May of 1969, several seniors chose to read and study, some in English, some in French, some in Anthropology, some in Philosophy. Others explored new fields through some kind of active exposure. For one, this meant assisting in a research project in a hospital laboratory; for another, working with the Midwest Committee for Draft Counseling; for another, working with the Northeastern Illinois Planning Commission, and, for another, living and working on a farm. Still others sought to explore some kind of vocational preparation–in a hospital, in an advertising agency, in the office of a stockbroker. Many students pursued distinctly creative projects. Still photography and cinematic film work captured the interest of many, ceramics, others, silk screening, others. In most instances, the creative exploration was narrowly defined: zoom technique; films illustrating laughter; techniques of animation; use of imagery along with a basic understanding of the processes involved in etching, etc. One student wrote, as a part of the proposal he submitted in March: "The purpose of my May Project is to be alone for a while with some provocative reading materials and to think. I intend to clarify as well as possible my ideas and philosophies on life now, so that I will have a better idea of where I am going. In order to do this, I have chosen a number of books . . ." (His list included Thoreau, Max, Mann, Shakespeare, the Bible, Erickson, and Aristotle, among others!) "I will keep a day-to-day journal of my thoughts regarding the literature and will submit it to my tutor at weekly intervals. To culminate this project, I will assess my development and thoughts in what will, no doubt, be a long and involved paper. I will also keep a more private journal for myself . . ." The project was accepted and the student retired to an island in northern Wisconsin where he was totally alone with his books. At the conclusion of his project he wrote, "The purpose of my May Project has been to get a grip on myself so that I can begin to do what I feel I have to do. When I got up there, I was very alone and I just couldn't cope with the fear. The first week was pretty bad, (but now) during May, I have gained enough harmony with myself to be able to begin my quest. I have seen a tremendous change come over me since the beginning of the school year and now I have crystallized enough of my thoughts so that I can cope with (my) world." Although this student's judgment of the success of his project may be premature, one must conclude that he had indeed identified a compelling problem and designed a taxing, but worthwhile, approach to its solution. His completed journal is a testimony to his industry and intellectual capacity and suggests that he did indeed make significant progress.

COLLEGE ADMISSION

Another measure of a school's success, one which is commonly both used and misused, is a recitation of the graduating class's test scores and college acceptance record. Bearing in mind that such information can be misleading, you may find the following statistics of interest, nevertheless. Approximately 10% of the graduating class received certificates of commendation as a result of their performances on the National Merit Scholarship Qualifying Tests. One graduate chose not to go to college, preferring instead to follow a postgraduate course in a preparatory school in England. All other graduates were admitted to college; 10% were accepted on early decision.

ADULT SUPPORT

In the course of twenty years of professional experience at North Shore, I have been repeatedly impressed with the importance of the involvement of the parents in the School. It was not until I began serving as Headmaster, however, that I began adequately to appreciate the roles played by the Parents Association, The Women's Board, The Alumni Association, and The Board of Directors. In the past year and a half, my opportunities to talk with headmasters of other schools have greatly increased, and I have yet to find one who can speak as proudly as I of the functioning of groups such as these. Each is dedicated to the School, works hard to support it, and none ever intrudes upon the professional domain. The Alumni Association sponsored a "Doc Anderson Day" in conjunction with the Homecoming football game, an event which preceded by only a few weeks Doc's death. In the winter, the Alumni sponsored a two-day visit to the Arts Festival of one of the country's leading creative film makers, Derek Lamb. On the Friday night of the Festival, the Alumni sponsored an "Evening with Derek Lamb," followed by a collation in the Arts Center. The Parents Association, through its many committees, continued to support the School in many visible and invisible ways. The work of the Educational Lecture Series, Lunch Line, Switchboard, Costumes, Library, Grade Chairmen, and Decorating committees was particularly significant. The Woman's Board continued to be creative in its fund-raising efforts. At the year's end, they presented the School a large cash gift, a variety of pieces of much needed equipment, and sponsored the redecoration of several areas in the School. The Board of Directors has only amazed me. A harder working group of men, I don't believe we could find; although many of their efforts are known only to a few, their fund-raising efforts are recognized by everyone. In 1968-1969, as a result of their organizational work, coupled with the personal contacts made by members of the Parents Association and the Alumni Association, we enjoyed a successful Bellringer Campaign, which produced added income of $89,000 and allowed us to balance our budget. The need for this kind of support becomes more insistent each year, and it is a source of great satisfaction to all of us that these men work as hard as they do and that the parents and friends of the School continue to meet the challenge.

The culmination of the faculty's efforts each year is found in the planning they do for the year ahead. In response to our convictions, our students and our times, more changes than are typical were formulated in the spring of 1969. The majority of the changes affect high school students only, but several of them are extensions of changes made earlier in the Lower and Middle schools. We determined that the entire School would operate on a trimester system, providing more flexibility in scheduling and better opportunity for accuracy at the end of report periods. "Investigations," a course designed to explore various modes of investigation through work in five diverse academic areas–only three of which may be undertaken by any one stu-

dent–was designed for freshmen. The anthropology course, introduced to our curriculum several years ago by Dr. Paul Bohannan, has again been modified. It now concerns itself only with the study of African peoples; and although taught largely from an anthropological point of view, it now incorporates more of the social sciences than has been true in the past. This course is now required of all students in their freshmen or sophomore years. As a step toward creating a U. S. Studies course in the junior year, U. S. History is being moved from the senior year to the junior year. The senior year of English is composed of nine segments, three being offered each trimester. Finally, this year, a full second course in Chemistry is being offered to some students. The current year is an exciting one; the changes appear to have been well devised.

It has been my intention in this report, to focus especially on two aspects of education: the need to offer students increased opportunity to participate in their education through planning and execution; and the need for all of us to respond thoughtfully and creatively to the confusion we have created by the progress we have made. The attainment of these ends will require first that we achieve one of western education's most valued goals – leading a man to "know himself." The pressure of today's changes serves only to intensify the validity of this goal and obliges us, among other things, to re-examine the ducational precepts of, for example, John Dewey. His philosophy of utilitarianism for education will, perhaps, be realized in a very different form in the next ten years; certainly its interpretation during the last twenty years will no longer be appropriate. Our students have taught us a great deal in the past year. There was a time when a farmer's son or a shipwright's or a clergyman's or a government employee's could expect–and see– relevance in what he did from day to day in the classroom. This was in part because outside the classroom he saw what was to be demanded of him and, as a consequence, had a remarkably clear picture of what he did not know. Today's students have successfully communicated to us that this relevance and immediacy are lacking, and they have asked us why. Our response has been to invite the students' participation in planning, to provide them more occasions for choice, and to increase their opportunities to pursue their inquiries in field projects centering in what they have called "real life" situations. The trend which we see in this School (and which we find reflected in conversations with colleagues from other schools) is a trend toward making education relate more successfully to today's world. As before, the past occupies a prominent place in our studies, both as an interest in itself and also as an illuminator of the present. Added to this is an offort to examine today in depth, to examine ourselves, the city, world conflict, and education itself. We are making significant progress in helping the student we educate develop a meaningful sense of stability and purpose about his identity as a citizen in a country, a community, and a school.

George F. Eldredge
March, 1970

The North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois

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June, 1970

The School Bell

Vol. XXXI, No. 2

A news letter to parents of the North Shore Country Day School

Upper School Digs Anthropology

"Which bone in the fish would our culture use as a knitting needle?

"How can anyone ever translate *that* language?"

These were typical of the questions that arose recently in he course of an archeology simulation that involved several classes of freshmen and sophomores.

For four weeks, each class was divided into two teams; each team had the job of creating a hypothetical culture—its geography, history, family structure, religion, even its clothing and food. During the second week, each team had to translate these ideas into actual artifacts which they constructed out of a wide variety of materials—plaster of Paris became marble; clay became gold. The third phase was a burial of these objects in a corner plot of the school by each group.

UPPER SCHOOL DIGS ANTHROPOLOGY

Then came the final challenge. The groups switched sites and became archeologists, excavating and reconstructing each other's artifacts. After four weeks, many dirty hands, and lengthy discussions within the teams, each presented the other with its solution to the archeological puzzle.

This is all part of Anthropology, the introductory social studies course in the Upper School. Now in its fifth year, the course was begun by Professor Paul Bohannan, an anthropologist at Northwestern University and an NSCDS parent. Professor Bohannan taught the course in its first year and recently brought it to national attention with an article in the *American Anthropologist,* the profession's journal.

Anthropology is the study of man, especially man in culture. The course covers, in considerable detail, various societies, such as the Ituri pygmies, the Bushmen, and the Ibo. Our material comes from anthropologists' writings as well as the music and literature of the people. In a typical section, students read an anthropologist's account of the Bushmen, a hunting and gathering society in Africa's Kalahari Desert; they study—as archeologists do—the remains of a Bushman site; they see "The Hunters," a film documenting a week among a group of Bushmen as they pursue a giraffe; they listen to recordings of Bushman music.

The course also provides a comparison to human behavior by studying other primate societies. We used a variety of resources, including a visit to the Brookfield Zoo. There we can examine baboon and mountain gorilla societies to determine what organization they need and how behavior is to be learned by the individual primate in order for him and the group to survive.

Discovering the way another society organizes itself is an eye-opening experience for the student. Bohannan describes one example:

> *Among the topics discussed (was) . . . a comparison of productive usefulness of children in hunting and gathering as opposed to agricultural societies. There was some class amusement at the realization that children were usually burdens to hunters whereas they could contribute importantly to an agricultural community. In their own self-centered universe, our students had never considered children as anything but assets by their mere existence.*

As the introduction to social studies in the upper school, Anthropology develops a cross-cultural perspective towards history. It allows the student to integrate his understanding of the ways in which a society *can* change using the actual record of that change, which is history.

Beyond that, Anthropology is often of personal meaning to the freshman and sophomore. Bohannan discovered that:

> *There is a great eagerness to learn the bases and techniques of social life. At this particular time of their lives, students are struggling with becoming adult members of society. High School, besides being an important educational period and besides being the time in which most students go through experiences of puberty and adolescence, is a rehearsal period for adult life . . Social science has a lot to say directly to these people and allows them to ask questions about behavior in their own society and in comparative contexts. Our students, by and large, were not interested in social sciences merely as subject matter, or as the basis on which to make reforms and commitments. They were interested in these things, but they were even more interested in creating their own techniques of social living on an adult plane, and for this reason, they gave it an attention that goes beyond the specific data, the very while that data allows them to compare and contrast their own situations with it. In short, social science is a good way to learn something about life, at this time of your own life.*

In making Anthropology one of the three required courses for a diploma, the faculty recognized its value as a sound introduction to history in the Upper School as well as its personal relevance to the student. But it is a learning experience for the teacher as well! Professor Bohannan is quick to point out that,

> *We were, in a very real sense, daily driven to the wall. Fourteen-year-olds will not be put off by jargon and expertise . . . Young people test the anthropologist's ingenuity and challenge his professional stereotypes.*

And, we might add, they test their *teacher's* ingenuity!

William W. Kelly

From the Headmaster

The nature of educational opportunities available here and elsewhere depends primarily on the quality of the ingredients most immediately present in school; the faculty, the curriculum, and the students themselves. As we select each of these three at North Shore, we require a broad range of attributes, but in each case we look for variety, response to intellectual demand (or the demand itself), and an awareness of both past and present. Our faculty is exceptionally strong–intellectually able, highly creative, experienced, and hard working. That the curriculum is demanding, well structured, responsibly innovative, and well received here and in college, is well documented by the anthropology course. The students, too, are strong. The questions they ask, the solutions they propose, and the skills they master do them credit. However, they have not represented as much variety–geographic, ethnic, economic, and racial–as we would like, and as there should be in order that they might grow as much as possible.

In an effort to improve this situation, I advocated at a recent meeting of the Board of Directors that we offer four to six competitive scholarships to students in the surrounding communities who will this June complete their 8th grade year. I am pleased to report that the Board of Directors enthusiastically supports the scholarship proposal. Notification of this opportunity together with the necessary instructions, application blanks, etc. has been sent to eighteen junior high school principals.

It is our hope to serve the communities around us and also to serve ourselves. The North Shore parent body can support this effort by making these scholarship opportunities known. If you know able students capable of making a strong contribution to the school, encourage their parents to call us for further information. Inquiries should be directed to Mrs. John Hunt.

George F. Eldredge
Headmaster

Introducing New Faculty

Normally, the printing date of the last issue of The School Bell makes impossible our sharing with the School family brief biographies of the teachers who will join our staff for the coming year. We have such an opportunity this spring and think you will be interested in reading about some of the men and women who will join our faculty in September.

Mrs. Linda Wilner will be responsible for the music program in grades 1 through 7. She is a graduate of Roosevelt University, with a degree in Music Education. In addition to her teaching experience with children in kindergarten through twelfth grade, for the past six years she has worked part-time as a professional musician. She has won the Chicago Folk Music Competition and appeared on NBC television. She is an exciting and well qualified musician and teacher.

Miss Jo Anna Woo will share with Mr. Bannon the science instruction in grades 1 through 8. Miss Woo has had three years of teaching experience in the Peace Corps and comes to us at the completion of her MAT in Science Education at Harvard University. Her background in science is extensive, her teaching experience has been exciting and demanding, and we look forward to the intellectual and personal stimulation she will bring.

Mr. Jack Roth will teach English and Social Studies in the Middle School. His BA from Ohio University was earned in History-Government and English, and he comes to us after a year of unusual success at an independent school in Chicago. His rapport with students has been excellent and the intellectual challenge he has presented them has been both stimulating and pertinent. He explains that he sees at North Shore the kind of teaching and learning situations which he finds most worthwhile. We are fortunate indeed to be able to add him to our Middle School faculty.

Mr. David Lee will become the head of our History Department. He earned both his bachelor's and master's degrees at Northwestern University, has been an instructor in political science and American government at Northern Illinois University, University of Maryland, and Cleveland State University. He is currently the head of the History Department at The Laurel School in Shaker Heights, Ohio, where he has taught for seven years. He is unusually well qualified to undertake his teaching and administrative responsibilities at North Shore and we are delighted that he has chosen this year to seek a new teaching opportunity.

Mr. Frank Leonnig earned his bachelor's degree in Science-Mathematics at Eastern Oregon College. He has continued his studies in the fields of Liberal Arts and Math Education at the University of Oregon and the University of Illinois, and has most recently earned his MAT in Mathematics at Brown University. Between 1949 and 1966, he operated his own cattle and wheat ranch in Oregon and comes to us with seven years' teaching experience, four of them as chairman of the Mathematics Department at The Walnut Hill School in Natick, Massachusetts. In addition to his teaching responsibilities, he will serve as chairman of our Mathematics Department and will share with Mr. Osberg the administration of the Upper School.

Closing Days Of School

LOWER SCHOOL

Friday, June 5	CLOSING EXERCISE, 10:50 A.M. for Lower School children and High School Seniors. Lower School dismissed at 11:40 A.M.
Monday, June 8	Fifth Grade students attend the Eight Grade Graduation Luncheon at 12:30 P.M.

MIDDLE SCHOOL

Monday, June 8	Eighth Grade Graduation Luncheon, 12:30, for 5th, 6th, 7th and 8th grade students and the 8th grade parents.

UPPER SCHOOL

Wednesday, Thursday, Friday, and Monday, June 3, 4, 5 and 8	Final Examinations for High School Students
Wednesday, June 10	SENIOR LUNCHEON, 1:00 P.M. Guests: Parents of the Senior Class, Faculty, Directors and their wives and students. Senior Stunts–2:30 P.M., Guests: Students including Eighth Grade, Parents, Alumni, Faculty, and Directors and their wives.
Friday, June 12	COMMENCEMENT – 3:30
Friday, June 12	JUNIOR PROM 10:00 P.M. to 1:00 A.M.

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